

RELATIONSHIPS AND SEX EDUCATION & PERSONAL, SOCIAL, HEALTH EDUCATION POLICY

“I have come that they may have life, and have it to the full.” (John 10:10)

THIS POLICY LINKS WITH:

- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Drug and Alcohol Education policy
- Equal Opportunities policy
- Health and Safety policy and other linked policies and risk assessments
- ICT acceptable use policy
- Managing Allegations Policy
- Safeguarding: E-Safety policy
- Safeguarding: Extremism and Radicalisation policy

Date of Latest Review:	September 2020
Next Review Date:	September 2021
Policy Available for Staff at:	Website
Policy Available for Parents at:	Website
RSE / PSHE Lead:	Mrs C Slattery / Miss C Appleyard
Headteacher:	Ms M Roberts

Contents

1. Aims:.....	3
2. Statutory requirements	3
3. Policy development	3
4. Definition.....	4
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	6
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1: RSE Curriculum map.....	7
Appendix 2: PHSE Statutory Requirements	13
Appendix 3: PSHE Curriculum Map.....	18

1. Aims:

“We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed. We all need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand, and often from sources which damage them and their capacity to love.”

(‘Learning to Love’ Catholic Bishops’ Conference, 2017)

“...any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church’s teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework.”

(A Model Catholic RSE Curriculum, CES 2016)

The aims of relationships and sex education (RSE) and personal, social and health education (PSHE) at our school are to:

Enable the students to understand and appreciate the fundamental Christian values of the sacredness of life and of their own worth made in the image and likeness of God.

Encourage students to develop a positive attitude towards sexuality as a God-given gift and a respect for their bodies and those of others.

Enable students to develop a knowledge and understanding of the Church’s teachings on sexuality, marriage and family life.

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance 2019.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. We are required to ensure that children are protected from inappropriate teaching materials and learn the nature of marriage and its importance for family life.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach health education under the same statutory guidance (Relationships and Sex Education (RSE) and Health Education, 2019)

At St Joseph’s College we teach RSE and PHSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a member of staff pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Pupil consultation – we investigated what exactly pupils want from their RSE

Governors – a draft policy was provided to governors to take into account their input

Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At St Joseph's College, all RSE is taught with our distinctive Catholic perspective at the forefront: balanced debate may be encouraged to explore other perspectives.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE / PSHE

RSE is taught, in the main part, within the RE curriculum. Biological aspects of RSE are taught within the science curriculum, and some aspects are included in DT Food (Healthy Eating) and PE (Health and Fitness).

The curriculum is complemented by the tutor programme, stand-alone sessions and PSHE days delivered by outside agencies and trained health professionals.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

PSHE is taught in discrete lessons each fortnight by our dedicated Personal Development lead and focuses on giving young people the information they need to make well informed, positive choices about their own health and well-being. This includes:

Mental well-being

Internet safety and harms
Physical health and fitness
Healthy eating
Drugs alcohol and tobacco
Health and prevention
Basic first aid
Changing adolescent bodies

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers) and different faith backgrounds.

7. Roles and responsibilities

7.1 The governing board

The full governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE and PSHE in a sensitive way
- Modelling positive attitudes to RSE and PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE
- Staff do not have the right to opt out of teaching RSE or PSHE. Staff who have concerns about teaching RSE and PSHE are encouraged to discuss this with the headteacher.

Key Responsibilities:

SLT Lead on RSE: C Slattery

SLT Lead on PSHE: C Slattery

SLT Lead on CIAG: C Appleyard

Personal Development Lead: S Cumbo

Staff delivering RSE: RE department and Lay Chaplain, R Gradwell

Citizenship Coordinator: C Machin

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to, and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no withdrawal option from the scientific statutory curriculum elements

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff delivering RSE are trained in its delivery as part of their induction through TEN:TEN.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE and PSHE is monitored by C Slattery / C Appleyard through line management structures, work scrutiny and learning walks.

Pupils' development in RSE and PSHE is monitored by those delivering RSE / PSHE as part of our internal assessment systems.

This policy will be reviewed by CS / CA every two years, unless guidance changes. At every review, the policy will be approved by the full governing board.