

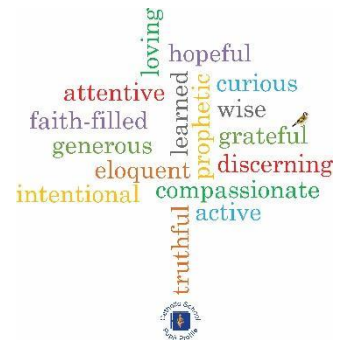


## **Relationships and Sex Education (RSE) Policy** **March 2020**

*“May your love for each other reflect the enduring love of Christ for His Church.”*

### **What is Relationships and Sex (RSE) education?**

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.



### **Rationale**

At Cardinal Wiseman Catholic school, RSE will be firmly embedded in the Personal, Social, Health and Economic education (PSHE) framework (see appendix 1) as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and hence the development of our Wiseman Virtues. All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected and support will be provided to help pupils deal with different sets of values.

Cardinal Wiseman Catholic school recognises that Relationships and Sex Education is a shared responsibility between home and school. It also acknowledges the advice of the Bishop’s conference (2000):

*‘It is the privilege and responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly the sensitive area of sex education’*

At the core of RSE at Cardinal Wiseman Catholic School is the belief that:

- *‘Every child is created in the image of God and loved by God’*
- *‘Sex Education recognises that human sexuality is a gift from God. It is concerned with the spiritual and moral as well as the physical and social.’*

### **Guidance from the Catholic Education Service**

In designing our programmes of study we have incorporated the following elements into planning:

- Pupils should be taught from an early age to understand human sexuality and to respect themselves and others. They should be given accurate information. This will enable them to understand difference and help to remove prejudice.
- Human sexuality (is a gift of God and) finds its perfect expression within loving life-long marriage. Any other physical sexual expression falls short to some degree of that ideal. It follows that human sexuality is not fulfilled in self-gratification or in promiscuous or casual relationships.
- Students will be informed on traditional (Catholic) marriage as the fundamental building block of society and of family life and as a context for the nurture of children.
- Pupils have a right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity.
- Life-long celibacy can be fulfilling. In this way of life an individual's sexual instincts may be channelled into generous love and service of others.
- Life-long human friendships are an important gift and should be honoured and cherished.
- Human beings fall short of the ideal but the admission of failure can bring forgiveness and reconciliation. People can change their behaviour. Couples working through problems within marriage can find deeper love and strengthened character.

### **The aims of the RSE programme are:**

- To ensure the development of well informed, balanced persons capable of making informed choices and accepting of the consequences for their actions.
- To enable pupils to develop personal and social skills to help them stay safe (both physically and emotionally) and have healthy relationships (not exclusive to sexual relationships).
- To enable pupils to build positive family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult
- To foster a positive attitude to one's body and help students understand how they can demonstrate this in their actions.
- To promote the belief that each human person has is unique and should be treated with respect and dignity.
- To explore the value of life.
- To promote the importance of family life.
- To encourage pupils to be aware of their attitudes and values, and to have a sense of responsibility for themselves

## **Curriculum design**

RSE sessions are delivered across the curriculum including:

- Timetabled and pre-planned formation sessions
- Cross-curricular teaching (Science and RE)
- Assemblies
- Targeted interventions (led by the safeguarding team).

RSE in PSHE is mapped across pupils' five years at Cardinal Wiseman ensuring all content that the DfE state students must know by the end of secondary school is taught. Some is taught explicitly through the curriculum of RE and Science (see Appendix 1). Content not covered by RE or Science is taught in weekly PSHE sessions by formation tutors (each Tuesday for Year 7 and each Monday for every other year group). These sessions are planned by Heads of Year (HOYs) and checked by SLT responsible for RSE. Content for resources is largely sourced from the PSHE association, taking into account the teachings of the Catholic Church.

Content is delivered by formation tutors through "knowledge books" which all students in all year groups have access to. Students begin each formation RSE session with a quiz based on prior learning, are presented with new learning (in the form of guided reading or videos) and then have the opportunity for teacher-led discussion. Formation tutors must take into account recommendations from pupils' learning support plans when delivering sessions to students with special educational needs. Knowledge books with each half term's learning are provided to formation tutors at the beginning of every half term.

All sessions will take into account the ages and development of the pupils involved.

On occasion the classes will be single sex if it is felt that subject matter will be particularly sensitive and to support the needs of certain individuals, students will be taught by both male and female members of staff. They will have the opportunity to talk to a member of staff of the same sex if they have any sensitive questions.

## **Monitoring and evaluation**

The Head of Catholic Life and Head of Religious Education take responsibility are responsible for assessing the impact and effectiveness of the RSE programme through monitoring and evaluation. The policy will be reviewed annually, unless a more immediate review is needed in response to any new guidance or a need within our school community.

Summative assessment of RSE is done primarily within the context of RE and Science, however formative assessment is expected of all staff responsible for delivering sex and relationship sessions in PSHE.

The Monitoring of RSE is undertaken by those with responsibility for PSHE on SLT alongside the Heads of Year (HoYs). Monitoring and evaluation of PSHE includes the following:

- SLT/HOY learning walks of sessions to ensure content is being delivered appropriately. These are to be recorded on Bluesky with strengths and areas for improvement identified. Learning walks will monitor that for students with SEN, learning support plans are adhered to by formation tutors.
- The quality of PSHE RSE sessions created by Heads of Year are checked half-termly by SLT and improvements are to be made before booklets go to print.
- Pupil voice activities with a range of students

- Pupils are assessed in relation to PSHE within RE and Science
- School Council review the PSHE (including RSE) provision annually.
- Feed-back to parents through annual academic reports is given in RE, Science and
- Weekly formation tutor meetings with HOYs allow HOYs to discuss the upcoming week's content and formation tutors to ask any questions or raise any concerns they have.

## **Safeguarding**

Pupils will be informed that 100% confidentiality cannot be assured.

It is important that children feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the DSL team.

## **Working with parents**

Any specific questions about RSE may be discussed with the Headteacher or member of the SLT with responsibility for RSE. Parents have a right to withdraw their child from those elements of the RSE programme which do not form part of the National Curriculum. Parents wishing to exercise that right are asked to make an appointment with to discuss the issues but are under no obligation to do so. If a parent wishes to withdraw their child from RSE, they must formally express this to the Headteacher in writing and provisions will be made for this to happen. Once a pupil has been withdrawn from one aspect of the programme they may not take part in any further sessions without written parental approval until their sixteenth birthday.

Before this policy is ratified, a period of consultation will be held with parents. All parents will be sent a copy of the policy and be given the opportunity to offer feedback or pose any questions that they may have about RSE provision at school.

## **Legislation and external guidance**

This policy has been developed with due regard to the values of the Catholic Church, our school mission statement, Department for Education guidance which states what children should know by the time they leave secondary school (2019) and advice from the PSHE Association on national concerns which include:

- Delaying early sexual activity
- Reducing sexually transmitted infections
- Reducing cyber vulnerability including, but not limited to: sexting, porn and online dating
- Reducing misuse or abuse of sexual language
- Preventing abusive relationships
- Preventing teenage pregnancies
- Preventing female genital mutilation (FGM)
- Preventing grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour

This policy will appear on the school website. Parents will be supplied with a fully copy on request. The will be presented to all staff and governors before it is ratified.

### Equal opportunity and inclusivity

The school’s RSE policy and programme will reflect the ethos of the school, by providing a secure, non- judgmental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability, sexuality or social background.

### Appendix 1

**Overview of RSE covered in PSHE (2020-2021).** RSE topics covered are in pink.

PSHE - Long Term Plan - 2020/21										Key	Health and Wellbeing	Relationships	Living in the Wider World	
Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
7	RSE (Relationships and Sex Education) Healthy Friendships	Respecting equality in our diverse community	British Values		Media Influence - social media and e-safety		Personal Safety		Bullying and Abuse	Knife Crime	Healthy lifestyles, healthy minds including sleep, nutrition, exercise, hygiene, dental health, body image and coping strategies			
8	E-safety		Mental and emotional well-being		Careers	Managing loss incl. bereavement, separation and divorce	Peer pressure incl. tobacco, alcohol, drugs, online gambling		Radicalisation and Extremism		RSE (Relationships and Sex Education) Equality - defying stereotypes. Challenging stereotypes based on sex, gender, sexual orientation and disability	Different faiths and cultural diversity. Improving understanding of an showing respect. Celebrate diversity Global community.		
9	Gangs and County Lines		Bullying and Abuse Peer on peer abuse Faith Based Abuse	Media Influence 2 - social media and e-safety	Healthy relationships incl. Prevent - Forced Marriage	How to identify and access appropriate advice and support incl. DV (Domestic Violence, Gender Based Violence)		Careers: options choices		How to respond in an emergency, including administering first aid		RSE (Relationships and Sex Education) Pregnancy, contraception and STIs		
10	Knife crime and carrying offensive weapons		Mental and emotional well-being	Careers - WEX launch	Legal and illegal substances				Economic well-being incl. gambling, understanding personal debt, credit and debit, being entrepreneurial etc.		Consent - incl. law re. sexual relationships CSE, FGM, HBV			
11	Exam stress and anxiety - ways of coping		Extremism and intolerance		Careers - rights and responsibilities at work		Transition - life beyond Cardinal Wiseman Catholic School							

### Appendix 2 – fulfilling Department for Education guidance

#### RSE covered in PSHE – what will students be taught?

##### Families

- How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. (Y7 Autumn 1)

##### Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. (Y7 Summer 1)
- Practical steps they can take in a range of different contexts to improve or support respectful relationships. (Year 7 Summer 1)

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). (Year 8 Summer 2)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. (Year 9 Summer 2)
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. (Year 7 Summer 1)
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (Year 9 Spring 1)
- What constitutes sexual harassment and sexual violence and why these are always unacceptable (Year 10 Summer 2)
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal (Year 8 Summer 2)

### **Online and media**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. (Year 7 Spring 1)
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. (Year 7 Spring 1)
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. (Year 7 Spring 1)
- What to do and where to get support to report material or manage issues online. (Year 7 Spring 1)
- The impact of viewing harmful content (Year 8 Autumn 1)
  - That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.(Year 10 Summer 2)
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (Year 8 Autumn 1)
- How information and data is generated, collected, shared and used online. (Year 8 Autumn 1)

### **Being Safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships (Year 10 Summer 2).
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) (Year 10 Spring 2).

### **Intimate and sexual relationships, including sexual health**

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. (Year 9 Summer 2)
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. (Year 9 Summer 2)
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (Year 9 Summer 2)
- That they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. (Year 9 Summer 2)
- The facts around pregnancy including miscarriage. (Year 9 Summer 2)
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). (Year 9 Summer 2)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. (Year 9 Summer 2)
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. (Year 9 Summer 2)
- How the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **RSE covered in RE –what will students be taught?**

- That there are different types of committed, stable relationships (Year 8)
- How these relationships might contribute to human happiness and their importance for bringing up children. (Year 8)
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. (Year 8)
- Why marriage is an important relationship choice for many couples and why it must be freely entered into. (Year 8)

- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. (Year 8)

**RSE covered in science – what will students be taught?**

- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause (Year 7).
- The facts about the full range of contraceptive choices, efficacy and options available (Year 9)