



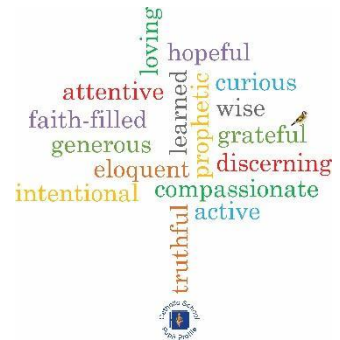
Relationships and Sex Education (RSE) Policy

Reviewed: February 2025

“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.



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.

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 Computing)
- 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 computing and science (see Appendix 1). The majority of content, however, is taught in weekly PSHE sessions by formation tutors as part of our PSHE programme. These sessions are planned by Heads of Year (HOYs) and checked by SLT responsible for RSE. Content for resources is largely sourced from Ten:Ten and 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 and RSE is mapped carefully to take this into account. However, it's important to be proactive and on occasion our teaching of particular topics may be fluid if there is an issue which is prevalent in a particular year group - in these circumstances, it's important for us to react to best fit the needs of our pupils.

Monitoring and evaluation

The PSHE lead and PICCL take responsibility and 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.

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
- School Council review the PSHE (including RSE) provision annually.
- 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

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 (2023-24). RSE topics covered are in pink.

A	B	C	D	E	F	G	H	I	J	K	L	M		
PSHE - Long Term Plan						Key	Health and Wellbeing	Relationships		Living in the Wider World				
Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
7	Well-being - The Wiseman Way & respecting equality including healthy friendships		Healthy lifestyles, healthy minds including sleep, nutrition, exercise, hygiene, dental health, body image and coping strategies		Media Influence - fake news, role models, social media and self-esteem		Character Building		Personal Safety		British Values 1 lesson - understanding all values - focus on parliament	Knife Crime	Bullying and Abuse	
8	Mental and emotional well-being		Careers	Managing loss incl. bereavement, separation and divorce	Online Safety - Recognise inappropriate content, contact and conduct, and know how to report concerns incl. gaming		The Equality Act		Peer pressure incl. tobacco, alcohol, drugs, online gambling		Building Resilience Against 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 and showing respect. Celebrate diversity. Global community.
9	Building Resilience Against Gangs and County Lines Preventing Involvement in Serious or Organised Crime		Careers: options choices		Bullying and Abuse Child on child abuse Sexual harassment Faith Based Abuse		First Aid How to respond in an emergency, including administering first aid		Healthy relationships incl. Prevent - Forced Marriage	How to identify and access appropriate advice and support incl. DV (Domestic Violence, Gender Based Violence)	RSE (Relationships and Sex Education) Pregnancy, healthy intimate relationships and STIs			
10	Mental and emotional well-being		Knife Crime and Offensive Weapons		Online Safety		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		Building Resilience Against Extremism & 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)

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)
- Practical steps they can take in a range of different contexts to improve or support respectful relationships. (Y7)
- 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). (Y8)
- 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. (Y8)
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. (Y7)
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (Y9)

- What constitutes sexual harassment and sexual violence and why these are always unacceptable (Y10)
- 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 (Y8)

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. (Y7)
- 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. (Y7)
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. (Y7)
- What to do and where to get support to report material or manage issues online. (Y7)
- The impact of viewing harmful content (Y8)
- 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.(Y10)
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (Y8)
- How information and data is generated, collected, shared and used online. (Y8)

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 (Y10).
- 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) (Y10).

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. (Y9)
- 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. (Y9)
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (Y9)

- That they have a choice to delay sex or to enjoy intimacy without sex (y9)
- the facts about the full range of contraceptive choices, efficacy and options available. (Y9)
- The facts around pregnancy including miscarriage. (Y9)
- 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). (Y9)
- 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. (Y9)
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. (Y9)
- How the use of alcohol and drugs can lead to risky sexual behaviour (y9)
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. (y9)

RSE covered in RE –what will students be taught (in PSHE from 2024-25)

- That there are different types of committed, stable relationships (Y8)
- How these relationships might contribute to human happiness and their importance for bringing up children. (Y8)
- 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. (Y8)
- Why marriage is an important relationship choice for many couples and why it must be freely entered into. (Y8)
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. (Y8)

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 (Y7).
- The facts about the full range of contraceptive choices, efficacy and options available (Y9)