

EFFINGHAM

ST TERESA'S • SIXTH FORM

Relationships and Sex Education Policy (RSE)

Policy Area:	Academic
Relevant Statutory Regulations:	ISSR Part 1 ISSR Part 2 Equality Act 2010 DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025 DfE New RSHE guidance: What it means for sex education lessons in schools 2024 Keeping Children Safe in Education 2025 Human Rights Act 1998 Working together to safeguard children 2023
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head Pastoral
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Mission Statement

There is a high expectation that the school and the wider community at St Teresa's and the Effingham Sixth Form will fully support this policy. St Teresa's offers a strong, caring community based on its Catholic traditions, and remains an inclusive environment that welcomes pupils from all backgrounds, faiths and none. This policy supports our school. will aim "to promote high standards of personal behaviour and the development of moral and spiritual values" as well as our school values of Faith, Character, Community, Compassion and Intellect.

The School believes that RSE, alongside PSHE is an integral part of a pupil's learning, and provides our pupils with the knowledge and skills to live safe, happy and healthy lives, and equips them to navigate through life's opportunities and challenges with confidence.

Aims of this Policy

In this policy, the Governors and teachers, in partnership with parents, set out their intentions about relationships and sex education (RSE) in this school.

Consultation has taken place with parents through an online parent survey. A review of the curriculum content has taken place with governors and staff (including the school nurse and Chaplain).

St Teresa's and Effingham Sixth Form (the "School") recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. The School is committed to acting in the best interests of the child.

This policy will be reviewed annually by the Head, PSHE/ RSE Coordinator, Governing Body and staff.

The aims of relationships and sex education (RSE) at our school are to:

- 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

Defining Relationships and Sex Education (RSE)

The DfE guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way".

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. This includes learning about positive relationships including understanding the importance of marriage for family life, stable and loving relationships on and offline, and respect, love, and care for others.

Our RSE program is designed to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If

pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

The School must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we're 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. These regulations make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance details how and what content should be delivered and what pupils should know by the end of their time at Secondary School. This policy and the RSE lessons provided at the School are in accordance with this statutory guidance and ensure that all compulsory units are covered by the end of the Year 11 (KS4).

RSE at the School will reflect the Statutory Guidance which is compulsory in all secondary schools from September 2020. We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Keeping Children Safe in Education 2025 (para 131, 132)
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Rationale

The unique dignity of the human person underpins our approach to all relationship and sex education at the School. Young people, from a young age are continually exposed to overt and covert sexual images and messages through the media (television, films, magazines etc.) and many of the messages they receive are either incorrect or misunderstood and ignorance can often be difficult to admit. Their frequent use of the internet also increases the risk of them accessing adult material. There are also the new risks involved with sexting (i.e. sending inappropriate images by text) and relationships through social media.

Relationships and Sex Education in a school context prepares pupils to embrace the challenges of creating a happy and successful adult life. Pupils need knowledge that will

enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts, without prejudice. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society.

Values and Virtues

We affirm that our RSE policy and programme should be presented in the context of

Gospel values and Catholic teachings on the value of the human person; the growth toward personal identity and freedom; the development of sexuality; and the importance of marriage. We recognise that in modern society different types of family units and relationships exist and will discuss these in lessons openly and without prejudice. The school provides a safe, well ordered and structured learning environment to address the moral and ethical dilemmas that they may face as an adult.

Aims and Objectives of RSE

Our school values and Mission Statement commit us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all people and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Research has shown that effective RSE (both in school and at home) leads to more responsible behaviour, and a reduced likelihood of early sexual activity and risk of psychological and physical harm. This allows the ability to form lasting and nurturing relationships in adult life.

Our RSE teaching and learning methodologies aim to develop the self-esteem and empowerment that is an integral part of the school ethos and will be vital to their decision-making capacity as an adult.

Objectives

- To relate Christian values and ideals to the pupils.

- To facilitate a whole school approach to Relationships and Sex Education
- To impart necessary factual information.
- To develop the pupil's problem-solving and decision-making skills.
- To provide opportunities to clarify values and attitudes that surround personal relationships and family life.
- To prepare the pupils for happy, healthy and fulfilling relationships as they move into adult life.

More specifically the programme intends to:-

- Build upon the pupil's Christian values and encourage a respect for the diversity of cultures and religions that surround them.
- Promote responsible behaviour.
- Promote positive self-image and esteem, assertive behaviour and the respect of others.
- Create a positive and secure environment for open discussion and constructive critical thinking.
- Offer opportunities to share and explore feelings, values and attitudes.
- Develop skills for future carers and parents.
- Reassure pupils that sexual development is a normal part of growing up and, by presenting relevant facts, helps them to come to terms with the emotional upheaval of adolescence.
- Help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect.
- Actively promote fundamental British values of individual liberty, mutual respect, and tolerance as well as respect for the protected characteristics listed in the Equality Act.

Equality Obligations

The governing body have wider responsibilities by law under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Safeguarding

Children will need to 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.

All teachers at the School, including those delivering RSE content, are made aware of the safeguarding procedures regarding all types of abuse and receive regular updates on safeguarding and complete training. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. 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 Deputy Head Pastoral, DSL and report on CPOMS.

The curriculum plan is shared directly with all teaching staff, and parents, who will advise the relevant PSHE teacher of any pastoral concerns. Similarly, ahead of a more sensitive topic, the PSHE teacher will touch base with the Deputy Head Pastoral for any pupil updates who have safeguarding concerns. Measures will be put in place, as agreed by the Head of PSHE, and Deputy Head Pastoral, to support relevant students.

The school recognises that young people are exposed to sexual harassment and online sexual abuse. Therefore, the schools' approach is to address these issues within the RSE schemes and through assemblies, Form times and conversations. Those pupils who are known to have been the subject of unhealthy relationships or sexual abuse of any kind will be given the opportunity to learn the compulsory material in a safe environment in which they feel comfortable.

Delivery of RSE

We intend that the three aspects of the school's RSE – attitudes and values, knowledge and understanding, and personal and social skills - will be delivered in three inter-related ways:

- the whole school/ethos dimension
- a cross curricular dimension
- a specific relationships and sex curriculum within the PSHE curriculum Teaching strategies will include:
 - Establishing ground rules, distancing techniques, discussion, debate, reflection, brainstorming, film and video, group work, role-play, trigger warnings, trigger pictures, external speakers.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 I.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

To ensure a safe and comfortable learning environment is established for all pupils, we establish an environment where pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Ground rules are introduced to all classes at the start of the academic year and classes are given the opportunity to feedback and offer consultation on these rules, to ensure they are inclusive and agreed upon by all. Students have a copy of their agreed ground rules, and they are displayed at the start of lessons that cover more sensitive RSE content.

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture, and is taught in a way that does not subject pupils to discrimination. Lessons will also help the pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy). Pupils who join the school from overseas not at the beginning of Year 7 will be given an outline of the RSE they have missed so that they are clear about the expectations and British Values with regard to RSE.

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed. PSHE lessons and

resources are adapted to meet the needs of SEND students, which aligns with any other curriculum subject. Guidance on SEND students is taken from the SEND register for each year group. Efforts are made when producing resources and in delivery by teachers to ensure that all pupils are able to access the curriculum. Where relevant, departmental staff will liaise directly with the Learning Support department.

Visiting speakers are invited to present sessions to students from KS3 – KS5, to complement the schemes of work being delivered. Parent presentations are also arranged for KS3 and KS4 year groups and include information and advice on digital relationships and online safety. All external presentations are reviewed before delivery to the pupils to ensure their appropriateness.

RSE and Sixth Form

All Sixth Form students are timetabled to receive one PSHE lesson a week. The Sixth Form programme hosts a variety of external speakers that often complement the delivery of RSE. They provide an opportunity for our Sixth Form to refresh their knowledge on key themes, including consent, healthy relationships, sexual harassment and assault, intimate relationships, STI's, STD's, and being a positive bystander.

Resources

We have written our own schemes of work which incorporates aspects of several other programs of study including Ten Ten's programme 'Life to the Full' which is recommended and approved by the Diocese of Arundel and Brighton as well as the national Bishops' Conference of England and Wales.

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
 - Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that an agency, external speakers and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Share external agency materials with parents on request
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Assessment and Recording

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the RSE Coordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self- evaluation at an age appropriate level.

Working with Parents

We recognise that parents/ carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents in educating their children. A summary of what is to be covered by each year group (appendix 1) is always available along with this policy on the school website. At the beginning of the academic year parents will be sent a copy and invited to make comments or ask questions. Any concerns can be made by contacting the RSE coordinator. They are invited to ask to view the resources used by the school in the RSE programme.

Our aim is that every parent will have full confidence in the school's RSE programme to meet their child's needs. At the beginning of the Year 7 RSE carousel of lessons in PSHE, all parents are written to by the RSE coordinator, the Head of PSHE and the school nurse to explain the carousel and provide details of what is to be taught in RSE throughout the year.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory 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.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head or Deputy Head Pastoral will discuss the request with parents/carers and take appropriate action. The Department for Education do stipulate that there is an ability for secondary schools to refuse a request to withdraw a pupil from sex education in "exceptional circumstances".

The school will provide support by providing material for parents to help the children

with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Parents will receive feedback on their daughter's progress in RSE in the Summer term reports. In Years 7 and 9 this will be within their science reports, in other years it will be in the form teacher report.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific teaching of relationships and sex education programme lies with the PSHE, science and RE teachers, external speakers, the school nurses and the school chaplain.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Dealing with Sensitive Issues and Responding to Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

All RSE teaching will be undertaken in a whole class or year context.

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to her parents if necessary.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Roles and Responsibilities

Governors

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

They will:

- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority as well as any other appropriate agencies.

RSE Co-Ordinator

The co-ordinator, with the Head, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (If they are not a member of the safeguarding team, they will be supported by member of staff with responsibility for safeguarding).

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school.

Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Staff are responsible for:

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

Pupils

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

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., DSL, parents, Head, but that the pupils would always be informed first that such action was going to be taken

Monitoring and Evaluation

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually.

Governors will consider all such evaluations and any suggestions before amending the policy. Governors remain ultimately responsible for the policy and will review it annually at the Pastoral and Safeguarding committee.

Relationship to Other Policies and Curriculum Subjects

This RSE policy includes guidelines about pupil safety and is compatible with the school's

other policy documents (for example, PSHE, Anti-Bullying, Safeguarding and Child Protection etc).

Pupils with particular difficulties, whether of a physical or intellectual nature, will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Dissemination

Copies of this policy will be available to all parents through the school's website and copies can also be obtained through the School Office. Details of the content of the RSE curriculum will also be published on the school's website.

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Updated RWH January 2024,

Updated RWH January 2025

Updated RWH January 2026

Next Review Date: January 2027

Appendix I

Summary of Relationships and Sex Education in the curriculum

Our aim is to provide every pupil in the school with the knowledge, skills, understanding and attitudes that are necessary to live well in relationships with others, themselves, and the community. At the core of our provision are our five school values: Character, Intellect, Faith, Community and Compassion.

Our teaching of RSE is

- **Progressive & Developmental:** The learning is appropriate to the age and stage of development of the pupils during the different phases of their education.
- **Differentiated:** RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development.
- **Cross-curricular:** The teaching is reflected in many parts of the curriculum, primarily PSHE, RS and Science, as well as Chapel and other relevant curriculum subjects.

We ensure that all pupils are offered a broad and balanced RSE programme, which provides them with clear, factual, scientific information when relevant and meets the statutory requirements placed on schools. This includes teaching pupils about the laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including the Marriage (Same Sex Couples) Act 2013). Taking into consideration the guidance from the [Catholic Church RSE curriculum](#)

At every stage in the PSHE curriculum we look at the effects and impacts that social media has on all relationships and follow this up with parent seminars. The Teen Tips Wellbeing Hub which all pupils, staff and parents are members of also provides seminars and podcasts throughout the year.

Year	Subject Area	Topic
7	PSHE (taught as a carousel)	<p>Safeguarding</p> <ul style="list-style-type: none">• Getting to know each other• Friendship & jealousy• Diversity• Your identity and Image• Bullying and what to do about it• Right and Wrong• Discrimination

		<p>Ethical issues relating to sexual relationships</p> <ul style="list-style-type: none"> • Personal Safety • Puberty – changes to male and female bodies • Reproductive organs & functions (internal and external) • Healthy relationships in terms of friendships • Consent • Managing conflict • Gametes and fertilisation • Pregnancy and birth • Personal hygiene • Sun safe • First aid • Money management • Online safety – peer pressure online and staying safe
8	PSHE	<p>All about me and Self Esteem Smoking and vaping Safeguarding Personal Hygiene Fair trade and child labour Online safety – Sending inappropriate images Race and Racism</p> <p>Healthy Relationships:</p> <ul style="list-style-type: none"> • How to behave appropriately • Our responsibility and childrens' rights • Getting on with others incl. Parents • Consent • Being safe online • Looking after your and other's mental health • Peer pressure • First Aid • Fake news • Disabilities • Healthy Eating • Healthy and unhealthy relationships
	RE	<ul style="list-style-type: none"> • The Sacrament of Marriage

9	PSHE	<ul style="list-style-type: none"> • Safeguarding • Sleep • LGBTQ+ in the media • Body image & self esteem • Online safety – Sending inappropriate images • The significance of the media • Peer Pressure • Consent
		<ul style="list-style-type: none"> • Healthy Relationships (including LGBTQ+ and same sex relationships) and unhealthy relationships • Child sexual abuse and exploitation • FGM • Sexually transmitted diseases • Contraception • Managing normal mental health issues • Discrimination and race • Piercing and tattoos • Loss and bereavement • Eating disorders and body dysmorphia
	RS	<ul style="list-style-type: none"> • Christian ethics – Christian love, forgiveness and social ethics • The sanctity of life – including reverence for life, biotechnology, medical ethics, beginning of human life, fertilization and embryology, euthanasia, abortion and sexism
	Science	<ul style="list-style-type: none"> • Structure of the reproductive system • Puberty, the Menstrual Cycle and gametes • Fertilisation, gestation and birth • Factors affecting fertility • Menopause • Contraception • STIs

10	PSHE	<ul style="list-style-type: none"> • Safeguarding • The Party Scene • Sexual Exploitation • Alcohol and drugs • Healthy and unhealthy relationships • Mental health and anxiety • Unhealthy relationships as a form of self-harm • Discrimination and race • Human rights • Loss and bereavement • LGBTQ+ in the media • Sexual harassment and sexual abuse, gangs and CSE
	RE	<ul style="list-style-type: none"> • God's love and Jesus
	Science	<ul style="list-style-type: none"> • STDs
11	PSHE	<ul style="list-style-type: none"> • Safeguarding

		<ul style="list-style-type: none"> • The Party Scene • LGBTQ+ in the media • Women's health • Race and racism • Diversity and inclusion • Forgiveness • Mental health beyond school
		<ul style="list-style-type: none"> • Religion, relationships and families (including human beings as sexual, male and female, sexuality and its expression, valid marriage, annulment, divorce and remarriage, family planning and contraception, the nature and purpose of family, gender equality, prejudice and discrimination)
		<ul style="list-style-type: none"> • Hormones in reproduction • Contraception • Infertility
12 & 13	PSHE	<ul style="list-style-type: none"> • Safeguarding • Personal safety & rape awareness • Drug awareness • Consent & healthy/ unhealthy relationships inc domestic abuse • Sexual Harassment in the workplace • Misogyny, sexism and positive male role models

	Enrichment	<ul style="list-style-type: none">• RE and ethical debates• Positive Psychology• Personal wellbeing• Yoga• Charitable work and volunteering
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Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> ➢ That families are important for children growing up because they can give love, security and stability ➢ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ➢ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care, ➢ Include same-sex parents/carers when discussing families ➢ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ➢ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ➢ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ➢ How important friendships are in making us feel happy and secure, and how people choose and make friends ➢ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ➢ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ➢ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ➢ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Topic	Pupils should know
Respectful relationships	<ul style="list-style-type: none"> ➢ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ➢ How to identify and learn from positive male role models ➢ The links between sexism and misogyny and violence against women and girls ➢ How to identify and learn from positive male role models ➢ Ethical behaviour in relationships, beyond respecting boundaries and consent ➢ Practical steps they can take in a range of different contexts to improve or support respectful relationships ➢ The conventions of courtesy and manners ➢ The importance of self-respect and how this links to their own happiness ➢ 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 those in positions of authority ➢ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ➢ What a stereotype is, and how stereotypes can be unfair, negative or destructive ➢ The importance of permission-seeking and giving in relationships with friends, peers and adults ➢ Teach as fact that all people have a gender identity
Online relationships	<ul style="list-style-type: none"> ➢ That people sometimes behave differently online, including by pretending to be someone they are not ➢ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ➢ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ➢ The sharing of naked images or online sexual content if it's affecting their pupils, or if they know that pupils have seen pornography ➢ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ➢ How information and data is shared and used online and how to keep your information safe online

Topic	Pupils should know
Being safe	<ul style="list-style-type: none"> ➢ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ➢ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ➢ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ➢ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ➢ How to recognise and report feelings of being unsafe or feeling bad about any adult ➢ How to ask for advice or help for themselves or others, and to keep trying until they are heard ➢ How to report concerns or abuse, and the vocabulary and confidence needed to do so ➢ Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> ➢ That there are different types of committed, stable relationships ➢ How these relationships might contribute to human happiness and their importance for bringing up children ➢ 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 ➢ Why marriage is an important relationship choice for many couples and why it must be freely entered into ➢ The characteristics and legal status of other types of long-term relationships ➢ The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting ➢ Include same-sex parents/carers when discussing 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

Topic	Pupils should know
Respectful relationships, including friendships	<ul style="list-style-type: none"> ➢ 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 ➢ Practical steps they can take in a range of different contexts to improve or support respectful relationships ➢ 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) ➢ Make sure there is equal opportunity to explore the features of stable and healthy same-sex relationships ➢ Teach pupils the “facts and the law” about biological sex and gender reassignment, including that legal rights may differ based on biological sex ➢ Cover mental health and awareness of suicidal ideation, safely addressing suicide prevention ➢ 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 ➢ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ➢ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ➢ What constitutes sexual harassment and sexual violence and why these are always unacceptable ➢ 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

Topic	Pupils should know
Online and media	<ul style="list-style-type: none"> ➢ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ➢ 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 ➢ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ➢ What to do and where to get support to report material or manage issues online ➢ The impact of viewing harmful content ➢ 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 ➢ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ➢ How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ➢ 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 ➢ 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)

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ➢ 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 ➢ 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 ➢ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ➢ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ➢ That they have a choice to delay sex or to enjoy intimacy without sex ➢ Make sure same-sex relationships are integrated into RSHE programmes of study, not taught as a standalone lesson ➢ The facts about the full range of contraceptive choices, efficacy and options available ➢ The links between sexism and misogyny and violence against women and girls ➢ How to identify and learn from positive male role models ➢ Ethical behaviour in relationships, beyond respecting boundaries and consent ➢ How pornography can negatively influence sexual attitudes and behaviours ➢ How sub-cultures such as 'incels' might influence our understanding of sexual ethics ➢ The prevalence of AI-generated sexual imagery and 'deepfakes' ➢ The role of consent, and awareness of power dynamics ➢ The facts around pregnancy including miscarriage ➢ 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) ➢ 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 ➢ About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ➢ 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

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

To be completed by Parents/Carers			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom