

Relationships and Sex Education /

Personal, Social Health & Economic Education Policy

Date of publication	October 2022
Date of review	October 2024
Headteacher	Mr M Rayner
Link Governor	Mrs C Goodwin

Policy Links

- Child Protection and Safeguarding
- Science
- Food and Nutrition
- Drugs Education
- Physical Activity
- Behaviour for Learning
- Physical Health and Mental Wellbeing Policy

St Thomas More Catholic Academy

All Saints Catholic Collegiate

United in Faith, Love and Learning

Mission Statement

Christ is at the heart of our community, where everyone is known and loved.

In fulfilling our mission we are a school of prayer. We live as a community of love, peace and reconciliation, valuing everyone's dignity as a child of God to promote and celebrate the growth and achievement of the whole person

Moral and Values Framework

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

St Thomas More Catholic Academy is a Catholic school in the Birmingham Archdiocese. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school as reflected in our mission statement. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals. Guidance states that schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

This policy is founded upon Christian Values and teachings of the Catholic Church. The inclusion of positive, person centred education is at the heart of Catholic Christian education and this education is basically about the development, growth and journey of the whole person towards becoming fully human, fully alive as a unique creation made in God’s image (Genesis 1:26). Education must take full count of the integrity of the whole human person one body, one soul. Thus, the gift of sexuality must be seen as intimately bound to human relationships, especially that of the sacrament of marriage within the Catholic faith.

“God is love and in himself a mystery of personal loving communion. Creating the human race in his own image.... God inscribed the humanity of man and woman the vocation, and thus the capacity and responsibility, of love and communion.” Catechism of the Catholic Church (Para. 23331-2364).

Our programmes and Schemes of Learning are based on a vision of humanity found in scripture and the teachings of the Church.

‘All human beings are made in the image and likeness of God’ (Genesis 1:26)

We are an expression of God’s love and are in turn called to return that love. This finds expression in our love of God and our fellow human beings. Sexuality, which is a gift from God, is an integral part of our nature, to be cherished and nurtured. We express our sexuality in many ways which are dependent on whether we are married or single.

‘In marriage, the mutual love of husband and wife becomes an image of the absolute and unfailing love with which God loves man’

Catechism of the Catholic Church (Para 1604)

All educational programmes and Schemes of Learning should conform to the teachings of the Holy Catholic Church. In addition, it is important that any learning materials and resources are carefully checked and all outside speakers are sympathetic and understanding of the aims of the College.

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. 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.

Through the relationship and sex education programme we aim to support the personal moral and social development of all students, ensuring that they have the ability to accept their own and others sexuality in positive ways; to appreciate relationships based on mutual respect, dignity and responsibility, free from abuse. To ensure the teaching of relationships and sex education within the academy is not isolated and is clearly placed within a moral framework, where sexuality is taught it is always in the context of relationships and responsibilities.

Christian values are the foundation upon which this policy is built, but it should be delivered in such a way that does not preach but rather informs and helps a student, enabling them to reach their own conclusions upon thoughtful reflection, in the light of Christian values and the teaching of the Catholic Church.

This policy takes into account documentation from the Catholic Education, The New Catechism of the Catholic Church, the Birmingham Diocese 'All that I am' and government recommendations made.

We believe that:

".....Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities They should receive a positive and prudent education in matters relating to sex.... and young people have the right to be stimulated to make sound moral judgments based upon well informed conscience and put them into practice with a sense of personal commitment...."

Gravissimum Education (Para.3), Second Vatican Council

Aims and objectives

RSE and PSHE, and citizenship enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through student leadership and student voice. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of RSE and PSHE, and citizenship are to enable the children:

- To be holistic – encompassing all aspects of the student – mind, body/soul, so as to engender growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- To be integrated into the curriculum, particularly within the Pastoral Curriculum, Religious Studies and Science.
- To explore what makes us human, from where true happiness evolves and have an appreciation for the values of family life.
- To enable students to have an understanding that love is central and the basis of all meaningful relationships. To enable students to reflect on their own relationships and recognise the qualities that help relationships to grow and develop positively.

The matrimonial covenant, by which a man and a woman establish between themselves a partnership of the whole of life, is by its nature ordered toward the good of the spouses and the procreation and education of offspring; this covenant between baptized persons has been raised by Christ the Lord to the dignity of a sacrament."

Catechism of the Catholic Church (para 1601)

- To understand their own body and physical and emotional development, particularly through puberty. To have an understanding of their own fertility. To understand the options available for family planning and the Catholic Church's teachings related to natural and artificial forms, particularly those that are abortifacient.
- To explain the process of human procreation.

'Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations.' (Jeremiah 1:5)

- To understand and give sensitive consideration to the beliefs, values and culture of others.
- To help with the careful consideration of and teaching on homosexuality.

‘The number of men and women who have deep-seated homosexual tendencies is not negligible. This inclination, which is objectively disordered, constitutes for most of them a trial. They must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard should be avoided.

These persons are called to fulfill God's will in their lives and, if they are Christians, to unite to the sacrifice of the Lord's Cross the difficulties they may encounter from their condition.’

Catechism of the Catholic Church (para 2358)

- To emphasise the Christian belief in the Sanctity of Human Life.
- To consider sexually transmitted infections including HIV/AIDS and related issues.
- To encourage students to be aware of their own attitudes and values and have a sense of responsibility for themselves. To help students resist peer, social and media pressures where necessary. To help students develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality. To explore issues caused through the rise in social media relating to forming loving and trusting relationships.
- To most importantly to provide a forum where students can share openly, offering a climate of support where they know they will be listened to sensitively. This will facilitate a non-judgemental environment for continued growth where students can ask question with the confidence that they will be listened to and misinformation will be sensitively corrected.
- To know and understand what constitutes a healthy lifestyle;
- To be aware of safety issues;
- To understand what makes for good relationships with others;
- To have respect for others;
- To be independent and responsible members of the school community;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To develop good relationships with other members of the school and the wider community.

What is RSE and PSHE education?

Defining Relationships and Sex Education

Relationships and Sex Education (RSE) is defined 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.

RSE/PSHE (Relationships and Sex Education/Personal, Social, Health and Economic) education is a planned, developmental programme of learning designed to help learners develop the knowledge, understanding and skills they need to manage their lives, now and in the future. RSE/PSHE education deals with real life issues which affect children and young people, their families and their communities. It engages with the social and economic realities of their lives, their experiences, and attitudes. The benefits of RSE/PSHE education are universal, supporting all children and young people, the highest achievers as well as the vulnerable and excluded, to achieve their fullest potential.

RSE/PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It helps students 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. To make responsible, informed decisions related to drugs, alcohol and sexual consent, to understand the causes, implications and sources of help for mental and physical health problems, and to guide them in their career planning and financial

future. It is integral with equipping our students with what lies ahead, and to encourage balance and confidence, in line with the school's principles. This course is central to all aspects of school life - its thinking, planning, teaching and organisation – and as such has a positive influence on students' learning and relationships throughout the whole school community. Provision of RSE/PSHE is explicitly designed to contribute to the process of growing up and the preparation of students for responsibility in adult life, by promoting fundamental British values and by passing those enduring, universal values which help to nurture pupils' integrity and autonomy so that they become responsible and caring citizens capable of contributing to the development of a just society.

It includes three elements:

1. Acquiring and understanding accessible, relevant information in:
 - Relationships and sex education
 - Healthy lifestyles
 - Emotional literacy
 - Drug Education
 - Anti-bullying/safety
 - Citizenship/diversity
 - Financial/careers education
2. Developing attitudes and values that underpin self-esteem, health and well-being, learning and achievement through:
 - Exploring, considering and understanding moral dilemmas
 - Learning the importance of values and individual conscience and moral considerations
 - Developing critical thinking as part of decision making
 - Learning to respect & value difference & diversity
 - Having structured opportunities for the exploration of personal attitudes and values
 - Rights and responsibilities, for self and others
3. Developing personal and social skills by:
 - Learning to identify their own emotions and those of others
 - Learning to manage change
 - Developing self-respect and empathy for others
 - Learning how to identify risk
 - Learning to make and carry out informed decisions
 - Developing an appreciation of the consequences of choices made
 - Managing conflict
 - Learning about themselves

How RSE/PSHE education is provided

- Within the taught, age appropriate, RSE/PSHE education programme via curriculum lessons at Key Stage 3, as well as designated Pastoral Weeks, Morning Mission RSE/PSHE lessons, and Extended Form RSE/PSHE lessons across Key Stages 3-5.
- Through other curriculum areas delivering aspects (e.g. Science, Drama, English/Literacy, RE, Food and Nutrition, PE etc.)
- Acts of Worship / Assemblies
- 15 Minutes of Faith programme
- Pastoral support for pupils who experience difficulties
- Via targeted intervention where appropriate with vulnerable individuals
- By the provision of appropriate information through leaflets and books
- Delivery in response to incidents

Organisation of the Relationships and Sex Education Programme

The team responsible for planning, delivery and evaluation of the programme:

Person In Charge of Catholic Life

RSE/PSHE Curriculum Lead

RSE/PSHE teachers

Head of Religious Education.

Head of Science

Heads of Year / Pastoral.

All staff should be aware of the content of the policy in order to support the pastoral care of students. The school nurse, lay chaplains and outside agencies are expected to support the policy and underlying ethos behind it.

The Structure of the RSE Curriculum:

Diocesan Directives 2022 issued by the Diocesan Bishop for the General Regulation of all Catholic Schools in the Archdiocese of Birmingham pursuant to canon 806 state that only materials approved by the Diocesan Bishop are to be used in the teaching of Relationships and Sex Education.

RSHE is delivered primarily through RSE/PSHE lessons at KS3 and through RSE/PSHE weeks at KS4 and KS5. Ten Ten resources are utilised (see Appendix I) to ensure that it meets statutory and diocesan requirements, being firmly rooted in the teaching of the Church and celebrating the holistic view of the human person.

There are three core themes included in the curriculum, within which there will be a broad overlap. It is adaptable to the age and ability of all students:

Created and loved by God – This explores the individual. It focuses on the Christian imperative to love self, the fact that we are all made in the image and likeness of God, showing an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to love others – This explores an individual's relationship with others. It focuses on the fact that God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Created to live in community – local, national and global – This explores the individual's relationship with the wider world. It focuses on human beings being relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Teaching Methods

A variety of teaching and learning strategies are used to deliver RSE/PSHE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective RSE/PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities

- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends
- Students are taught in mixed ability groups; differentiation is based on task and outcome. We ensure that students with special educational needs receive access to RSE/PSHE through differentiation
- RSE/PSHE is not a stand-alone subject and works in conjunction in particular with ICT, Food Technology, Biology and Religious Education. Cross-curricular implementation of numeracy and ICT skills are also integrated in RSE/PSHE lessons.

The Role and Responsibility of Parents

Parents are the first and most important educators of their children in terms of faith and secular matters and this is particularly so in the often sensitive areas of relationships, sex and health education. St Thomas More sees its role as being supportive to parents, by providing an educational and community environment where young people can grow and mature.

In compliance with statutory regulations parents will be consulted before the teaching of any area of the relationships and sex education programme which is not part of either the National Curriculum or the content of an examination course. It is the parent's right to request that their child be excused from sex education within RSE only, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. It is hoped that parents will allow their child to participate in all aspects of sex education within the college. Any parental request to withdraw their child from a particular series of lessons should be handled sensitively and in every instance referred to the Headteacher, Mr Rayner.

Monitoring and Evaluation

The Mission and strategy local academy subcommittee will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students' work. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessments given to students or through discussion with students, staff and parents. The results of the evaluations should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Individual subjects will evaluate their own programmes of study. It is desirable that staff directly involved in teaching the programme will meet to share and discuss any issues or concerns which arise. The Departments will with the SLT responsible review the programme as appropriate. It will also be reviewed bi-annually as part of the whole school departmental review process. Students will be assessed in accordance with subject arrangements.

Safe Learning Environment

RSE/PSHE education is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion

Continuity and Progression

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. All pupils will receive regular, calendered RSE/PSHE education teaching. RSE/PSHE education will be taught both as a discrete subject and through other appropriate cross-curricular links.

Active learning

Active learning methods, which involve children's full participation, will be used.

Answering and Asking Questions

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the Head of Year and/or Assistant Headteacher for advice and support.

Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

A Normative Approach

We must teach with a positive attitude about the behaviour of our students. This is called a normative approach. It is very easy when teaching RSE/PSHE Education to imply that our students are sexually active; or being anti-social; or making dens and fires; or drinking large amounts of alcohol for example; and that this is normal. Classroom staff must not forget that the majority of our students are not indulging in unhealthy behaviours.

Visitors / Speakers

A visitor such as a school community nurse or outside agency does at times supplement the RSE/PSHE education curriculum as a planned event with the teacher present.

Resources

Teaching resources are selected on the basis of their appropriateness to pupils.

Equal Opportunities

The school's programme of study for RSE/PSHE education is designed to ensure that all children have full and equal access.

Children may have varying needs regarding RSE/PSHE education depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE/PSHE education that is relevant to their particular needs.

To achieve this, the school's approach to RSE/PSHE education will take account of:

- The needs of boys as well as girls
- Varying home backgrounds

- Sexuality / gender identity
- Special educational needs
- Respect and tolerance
- Contextual safeguarding needs

The school also recognises the need for extra, targeted work with vulnerable pupils.

Staff must educate without prejudice or discrimination and promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our students. Teaching will take into account the ability, age readiness, and cultural backgrounds of our students and those with English as a second language to ensure that all can fully access the RSE/PSHE provision. Every child's needs will be considered when planning lessons and activities. The curriculum offered supports equal opportunities, referring to the nine protected characteristics of the Equality Act 2010, and challenges notions of prejudice and discrimination in the range of human experience

Ethnic and Cultural Diversity

Different ethnic and cultural groups may have different attitudes and experiences to bring to RSE/PSHE education. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with Safeguarding, as appropriate.

Assessment

Pupils existing knowledge needs to be the starting point for all RSE/PSHE education work. Needs assessment is built into some lesson planning as each group may have different knowledge, experience and understanding.

RSE/PSHE education offers many opportunities for pupils to get involved in their own learning and progression. All assessment, whether focusing on a particular aspect of learning or synthesising a view of pupils' overall progress, could:

- be planned from the beginning as part of teaching and learning
- be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences
- measure what we value about RSE/PSHE education (for example, showing the ability to make informed choices), not just those aspects that are easy to measure (for example, knowledge of facts)
- not judge the worth, personality or value of an individual pupil or their family
- support the way RSE/PSHE education is delivered in the school
- involve pupils in improving their own learning lead to an improvement in standards and achievement

Assessment in RSE/PSHE education will be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Opportunities need to be created for individuals and groups to be acknowledged, recognised, noticed and praised. Pupils should learn how to reflect on their experiences, ask questions, make judgements and where appropriate set personal targets. School staff and pupils should be involved in monitoring and assessing learning. In order to support RSE/PSHE education, our assessment process will be continuous and formative, ensuring teachers share the learning journey with their pupils.

The elements of RSE/PSHE education that form part of the science, RE, Food and Nutrition, and PE curriculums are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of RSE/PSHE education is assessed as part of the RSE/PSHE education provision and builds on existing systems. As such, progress in PSHE education will be reported to parents in the end of year reports as a summative review of learning and participation.

Personnel and Training

The RSE/PSHE curriculum is led by Miss Broadhurst, RSE/PSHE Curriculum Lead. We understand the sensitive and controversial nature of RSE/PSHE education and therefore we will ensure our staff who deliver RSE/PSHE education receive regular training and updates, as appropriate.

Monitoring and evaluation

The programme is regularly evaluated by the RSE/PSHE Curriculum Lead. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Policy Development & Review

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, and Academy Representatives.

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress• the characteristics and evidence of what constitutes a healthy lifestyle, maintain a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health• about the science relating to blood, organ and stem cell donation
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions

	<ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency awareness of the dangers of drugs which are prescribed but still present serious health risks the facts about the harms from smoking tobaccos (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (late secondary) the benefits of regular self-examination and screening The facts and science relating to immunisation and vaccination The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> Basic treatment for common injuries Life-saving skills, including how to administer CPR The purpose of defibrillators and when one might be needed
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> Key facts about puberty, the changing adolescent body and menstrual wellbeing The main changes which take place in males and females, and the implications for emotional and physical health

Training Provision

Members of staff involved in the implementation of the policy within the academy will be supported whenever necessary by appropriate training and advice. Resources will be made available to staff to support understanding of Catholic teaching where appropriate.

Outside Speakers / Agencies

All outside speakers and agencies will be contacted before coming into school to ensure that both parties are clear about exactly what is to be delivered. An initial meeting should take place wherever possible between the speaker and a representative from the school. This works well as everybody is clear about what can and can't be taught and the context of discussions. St Thomas More Catholic Academy has a good relationship with a variety of outside agencies and works in partnership with our school nursing service and PCSOs.

When working with visiting speakers we have a responsibility to ensure that both the content and practice accord with school policy. It is important that:

The session should be planned in discussion with the organising Curriculum Lead / Head of Year.

A clear brief should be given to the speaker, with a copy of the School's Mission Statement and appropriate policies, along with information about the target group and curriculum context.

Follow up and evaluation of the input with students should be planned at the time of booking.

A member of staff should be present at the initial talk. This would usually be the class teacher.

Any leaflets or other materials to be given out to students or used in the classroom should be seen by an appropriate member of staff before being distributed.

Methodology and approach, including explicitness and handling of controversial topics

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Equality

Issues relating to equal opportunities will be discussed and developed as appropriate. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Students with special educational needs

In planning relationships and sex education for students and special educational needs (including disabilities) teachers will need to consider whether:

Particular aspects of the programme need to be emphasised/expanded or given more/less time. Materials from an earlier Key Stage might be used or adapted.

Certain students should be given opportunities to revisit knowledge and skills in different contexts.

Activities should be adapted to provide support for students with difficulties in cognition and learning or communication and interaction. This could include placing greater emphasis on discussion, modelling, role-play and mechanisms for recording students' thoughts that do not necessarily rely on written materials.

Dissemination of the policy

There has been a consultation process involving parents, the relevant staff and local academy representatives. The policy is stored centrally and available to all staff and local academy representatives. Parents are able to access a copy of the policy from the academy website. Parents may comment/make representation, if they wish to do so.

Exclusions

Mentoring of individual pupils takes place in all year groups and is sometimes through external agencies including our school nurse. Pupils to be mentored are referred through the pastoral structure or outside agencies and can be related to problems/concerns of a personal nature. When meeting health professionals and some outside agencies, St Thomas More Catholic Academy recognises that professionals may respect patient confidentiality, where deemed appropriate by that professional.

Appendix I

Year 7

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
Session 2	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Session 3	Emotional Well-Being	Healthy Inside And Out	Thinking about self-esteem helps us consider its impact and how to nurture it.
Session 4	Life Cycles	Where We Come From	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
Session 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
Session 6	Keeping Safe	My Life on Screen	Online lives need safeguarding, just like in real life.
Session 7	Wider World	Living Responsibly	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

Year 8

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Created and Chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
Session 2	My Body	Appreciating Differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
Session 3	Emotional Well-Being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
Session 4	Life Cycles	Before I Was Born	Contemplating life in the womb reveals that it is both beautiful and fragile.
Session 5	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
Session 6	Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
Session 7	Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

Year 9

	Core Theme	Session Title	Description
Session 1	Religious Understanding	The Search for Love	The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
Session 2	My Body	Love People, Use Things	Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
Session 3	Emotional Well-Being	In Control of My Choices	Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
Session 4	Life Cycles	Fertility and Contraception	Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex.
Session 5	Personal Relationships	Marriage	Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
Session 6	Keeping Safe	One Hundred Percent	Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
Session 7	Wider World	Knowing My Rights and Responsibilities	The reality of sexual exploitation brings to light our human rights and responsibilities.

Year 10

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Authentic Freedom	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
Session 2	My Body	Self-Image	Understanding our dignity allows us to appreciate our bodies in the right way.
Session 3	Emotional Well-Being	Beliefs, Values, Attitudes	Making good moral choices depends on building confidence, integrity and understanding.
Session 4	Life Cycles	Parenthood	While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
Session 5	Personal Relationships	Pregnancy and Abortion	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
Session 6	Keeping Safe	Abuse	Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
Session 7	Wider World	Solidarity	Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.

Year 11

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Self-Worth	This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
Session 2	My Body	Addiction	In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
Session 3	Emotional Well-Being	Eating Disorders	This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
Session 4	Life Cycles	Birth Control	This session holds fertility up as a precious gift to be protected, nurtured and valued.
Session 5	Personal Relationships	Pornography	This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
Session 6	Keeping Safe	STIs	In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
Session 7	Wider World	Coercive Control	In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.

Key Stage 5

Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living In The Wider World	Cinema In Education
Year 12								Common Room Life in Sixth Form – Part One Life in Sixth Form – Part Two
Year 13								Bakhita's Prayer Understanding Human Trafficking Taking Action

Appendix II

Parents and Carers

We recognise that parents and carers are the principle and the most important educators of their children in all aspects of education including RSE. As a Catholic school, we support parents and the Church as the supporting vehicle by which the Church's teaching on relationships, sex and family life is passed on. Therefore, the school will support parents by ensuring the programme of study will be available on our website for parents and carers to see. The school will be advertising and prompting the TenTen parent portalapp so that parents and carers are able to engage with their children about the topics they are discussing currently and what will be discussed next.

As in line with statutory guidance parents have the right to withdraw their child from SexEducation but not Health or Relationship Education "up to and until three terms before the child turn 16. After that point, if the child wishes to receive sex education rather thanbe withdrawn", the school will make arrangements for the child to join RSE classes. All requests for withdrawal must be submitted in writing addressed to the Headteacher for action.

All lessons will be dealt with sensitively and with compassion. However as is the nature of RSE, issues connected to child protection might arise and they will be dealt with in accordance with our Safeguarding policy.

Responsibility for Teaching the Programme and Monitoring

Responsibility for the specific delivery of the programme will primarily rest with the PSHE and RE subject leaders. However, all staff have a collective responsibility to be active in helping all learners to develop healthy relationships and attitudes towards RSE. They will do this by modelling attitudes and values ascribed to the RSE programme and support learners by being role models of good healthy, wholesome relationships, being active in contributing and developing the learners personal and social skills. All staff will be expected to upholdthe Catholic Ethos of the school and how this directly relates to RSE teaching.

The Person in Charge of Catholic Life has the responsibility to work alongside governors, parents, learners, the Headteacher and subject leaders to ensure the implementation of this policyis thoroughly carried out and that parents are made aware.

It is also their responsibility to ensure the governors are supported in monitoring and evaluating the provision of RSE programme by examining plans and schemes of workmaking sure they remain fit for purpose. The school will be using the TenTen assessments to monitor the effectiveness of the programme and to adapt where necessary. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.