

Our Lady Queen of Peace

Catholic Engineering College

Curriculum for Life policy

(including PSHE, Citizenship, Relationships and Sex Education (RSE) and Health Education)

Mission Statement

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

PHILOSOPHY

As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving. As one community we seek to create a learning community where relationships are based on the example of Christ and an ethos in which self-discipline, mutual respect, courtesy and diversity are respected enabling our students to be ready for the challenge of making a positive contribution to society.

The Curriculum for Life Policy at Our Lady Queen of Peace Catholic Engineering School incorporates Personal, Social and Health education, Citizenship, Relationships and Sex Education and Health Education. It is rooted in the Christian faith and in the school's perception of the needs of all, where individuals are respected and valued on an equal basis. Our students come from a wide variety of faith, social and family backgrounds which incorporate both single and dual parent families and carers. This diversity is respected.

Our policy uses the Catholic Education Service's recommended terminology - Relationships and Sex Education (RSE) since this emphasizes the importance of healthy relationships to human well-being, as the core learning within Curriculum For Life.

We believe that relationships and sex education begins and continues from infancy at home, as part of the Parent/Carer-Child relationship. We believe that Parents/Carers are the prime educators in this regard, throughout the natural development of the individual up to and including the teenage years and into adulthood, and that consequently, our role is to support and develop that process in the secondary education phase of each pupil's development, following DFE guidance and legislation

We believe that the Curriculum for Life Programme is important in promoting and empowering the spiritual, moral and cultural development of our students, as well as helping them to understand their developing bodies, health (including mental wellbeing) feelings and emotions and the world around them.

We support the Archdiocese of Liverpool Relationships and Sex Education Policy Guidelines recognising the importance of teaching all our students about the 'role and importance of marriage in family relationships', and the wider commitment to the enduring values of truth, justice, honesty, trust and sense of duty'. We believe that marriage is the best context for family life and to bring up children. However, we accept that teaching within this area 'needs to be sensitive so as not to stigmatise children on the basis of home circumstances' (DFES guidance on Relationships and Sex Education 2000).

It is a school priority to deliver a High Quality Curriculum for Life programme that:

- ensures students are taught the **facts** and the **law** in an age-appropriate and inclusive way whilst supporting our Catholic values and morals
- promotes the **spiritual, moral, social and cultural** development of our students
- allows students to make **informed choices** to help them **stay healthy and safe** in today's society
- gives students a platform to **discuss and explore issues and challenges that they face on a day to day basis** in a safe and secure environment
- Prepares students to take their place in society as **responsible citizens**, manage their money well and making sound financial decisions.

Curriculum for Life lessons are delivered by form tutors in form rooms as 2 x 30 minute lesson per week. This is a significant amount of form time allocated to this programme that further reinforces the importance of this programme. We believe that the delivery by form tutors is effective as there are good relationships already built up that allow positive classroom environments, leading to students feeling safe to discuss some of the more sensitive topics.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- Form Time activities
- supplementary activities delivered by outside agencies relating to age appropriate topics.
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Curriculum for Life is taught through 6 themes, one per half term, in Years 7-10 and 4 themes in Year 11 as below:

Years 7-10

HT1	HT2	HT3	HT4	HT5	HT6
Belonging	Difference & Equality	Positivity & Aspirations	Healthy Me	Relationships	Developing Me

Year 11

HT1	HT2	HT3	HT4
Belonging	Positivity & Aspirations	Healthy Me	Relationships

Statutory RSE and Health Education

Relationships and Sex Education and Health Education are statutory for all schools as per the 2021 updated guidance from the Department of Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

At our Lady Queen of Peace we value Curriculum for Life as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships ,Sex and Health Education within our whole-school Curriculum for Life Programme.

AIMS FOR RELATIONSHIPS AND SEX EDUCATION

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Curriculum for life which includes RSE is an integral part of this education. Furthermore, we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

We believe that Relationships and Sex Education is part of the wider responsibility of the school to help all to develop, following the example of Christ and is an integral part of the learning process that begins in childhood and continues into adult life. We believe that all Relationships and Sex Education needs to be kept in line with the Catholic Ethos of the school whilst still acknowledging the world in which our students live.

Relationships and Sex Education is part of the wider ethos and responsibility of the school to help all to develop following the example of Christ. Therefore, we aim to present the facts of Relationships and Sex Education in an objective, balanced and sensitive manner and to set them within a clear moral structure.

Through the school's Curriculum for Life policy, we further aim to promote and foster within all our students.

- Attitudes and concern for others; founded on Christ's example of self-giving love.

- To encourage their own personal responsibility in all forms of behaviour, and to encourage a positive and secure personal identity and a sense of their own value.
- Self-esteem, and respect for self and others.
- Acceptance of those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To encourage an appreciation of the value of family life, marriage and the responsibilities of parenthood.
- To provide support and information for young people and their parents/carers.
- Reconciliation and forgiveness following the example of Christ
- An appreciation that sexual feelings and activity are an integral part of being human and an expression of God's creative love.
- The knowledge and understanding of changes to their bodies, feeling and instincts and those of the opposite sex as they enter puberty, so that they develop an accurate and acceptable vocabulary and appropriate expression of this. Therefore enabling them to identify what constitutes abuse and to know what they should do about it.
- To promote and encourage a sense of self-respect and personal values in all students regardless of their religious, family and cultural background.

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

Health Education

The starting point for health and wellbeing education is a focus on enabling pupils to make well-informed, positive choices for themselves.

Health Education will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

National Curriculum Citizenship

At Our Lady Queen of Peace Catholic Engineering College, Citizenship is included as a National Curriculum subject. It will be taught within the context of the teachings of the Catholic Church.

We believe that:

- The Citizenship curriculum provides an insight into the way in which all learners are helped to develop a full understanding of their roles and responsibilities as citizens.

- Citizenship encourages all learners to make informed choices, to reflect on their achievement and to plan their future learning targets.
- Citizenship provides a contact for the induction of learners new to Our Lady's. They will build upon their experiences at Key Stage 2.
- Citizenship encourages learners to think critically about and inquire into topical issues, problems and events.
- Citizenship requires a variety of active participatory teaching and learning approaches and work within the local communities.
- Citizenship enriches the curriculum initiatives including: Work Related Learning, Enterprise, Literacy, Numeracy and I.C.T.

At Our Lady Queen of Peace we aim to:

To provide students with knowledge, skills and understanding to prepare them to play a full and active part in society.

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

At Our Lady Queen of Peace we will teach key Citizenship knowledge and understanding including:

- Democracy and governments
- Rights and Equality
- Fairness and Justice

The strands will use local, national and global dimensions. The learners will gain the knowledge, skills and understanding to help them:

- To become informed citizens
- To develop the skills of enquiry and communication
- To develop the skills of debating and evaluating evidence.
- To develop the skills of an active citizen who can fully participate in a diverse society.

Our Curriculum for Life policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Parents' right to request their child be withdrawn from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, except in exceptional circumstances. The school should respect the parents' request to withdraw the child, 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 will make arrangements to provide the child with sex education during one of those Terms.

Parents are consulted at least annually through information and guidance that is sent home. In addition, they are invited into school to hear in more detail about the content of the programme, view the materials and ask questions. Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact the Headteacher.

EQUAL OPPORTUNITIES AND GENDER ROLES

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristic.

Students shall experience a programme of Sex and Relationships Education and personal development at a level commensurate with their intellectual abilities and physical developments. No student shall be prevented by ability, age, gender or social circumstances from taking advantage of the learning experiences offered at this school.

The school endeavors to familiarise students with ways in which perceptions of gender difference is in keeping with the Archdiocesan guidelines, with the emphasis on the Christian view of each individual as created in God's image precluding any form of prejudice, discrimination or stereotyping which would deny that unique individual's worth.

SPECIFIC ISSUES

The following issues may occur as part of education. Staff, parents and students need to understand the School's procedures.

a) Confidentiality and Advice

Students will be made aware that some information cannot be held in confidence and they will be made to understand that if certain disclosures are made, school safeguarding procedures must be followed. Students will be offered sensitive and appropriate support by the School's safeguarding officers or appropriate outside agencies on their advice. The following procedures will be adhered to by all adults.

i) Disclosure or suspicion of possible abuse:-

The School's Safeguarding Procedures will be invoked (see relevant policy).

ii) Disclosure of pregnancy or advice on contraception:-

The school will always encourage and help students to talk with their parents carers first. Help in talking to parents may be offered but the subsequent responsibility then lies with the parents. Any students who are in difficulty know that they can talk to an appropriate adult in school and that they will be supported. Individual advice on contraception should not be given by teachers.

SENSITIVE ISSUES REQUIRING SPECIAL CONSIDERATION

As a Church School, one of the aims of our Relationships and Sex Education Programme is to provide opportunities for students to talk honestly and openly. We respect the fact that parents/carers may wish to withdraw their child from a number of issues or controversial subjects relating to the Sex and Relationships Education Programme. In this school we support and promote the teachings of the Catholic Church as laid down by Archdiocesan guidelines.

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, also appropriate agencies.

The Curriculum for Life Lead (Deputy Headteacher), along with the Head teacher 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.

All Staff

Curriculum for Life (incorporating Personal, Social and Health education, Citizenship, Relationships and Sex Education and Health Education) is part of our whole school statutory curriculum. 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 Curriculum for Life in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Curriculum for Life . 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.

MONITORING AND EVALUATION

The Curriculum for Life lead, supported by Learning Managers will monitor and quality assure the provision of the various dimensions of the programme through regular visits to lesson, work scrutiny and student voice. Students will be assessed on their attitude to Learning during Curriculum for Life, in line with other subjects

The programme will be evaluated at the end of each term by means of questionnaires completed by both staff and students

The policy will be reviewed on a yearly basis

DISSEMINATION OF THE POLICY

All staff members and Governors receive a copy of this policy. A copy of this policy is also available on the school website. The Policy and full Programmes of Study are available upon request to parents, the LA, OFSTED and the Archdiocesan representative through the Headteacher

OTHER RELEVANT POLICIES

Other policies that have relevance to Sex and Relationships Education are:

- Single Equality
- Anti-Bullying
- Safeguarding
- SMSC

Approved by Governors September 2020

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