



**St. Cuthbert's**  
Roman Catholic High School

# **WHOLE SCHOOL POLICY & PROCEDURES**

## **RELATIONSHIPS AND SEX EDUCATION (RSE)**



### **Mission Statement**

*'The Lord God requires of us that we should help others whenever we can,  
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Relationships and Sex Education

Type: School Policy

Website: Yes

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# 1. AIMS

## 1.1 Aims of this policy

This document aims to outline:

- what Relationships and Sex Education is;
- the legal requirements behind the delivery of Relationship and Sex Education, including stakeholders' responsibilities with regards to the delivery of Relationships and Sex Education;
- how Relationships and Sex Education is delivered and assessed in the school, and;
- how and when this policy will be implemented, disseminated and reviewed.

## 1.2 Definitions

The DfE guidance states that “students 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.”<sup>1</sup> Relationships and Sex Education (RSE) is about the development of the student’s knowledge and understanding of her or himself as a sexual being, about what it means to be fully human, called to live in right relationships with oneself and others and being enabled to make moral decisions in conscience. RSE should “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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”<sup>2</sup> At St. Cuthbert’s the subject of Relationships and Sex Education and Health Education is delivered through the Health and Social Care, History, Personal Development, PE, RE and Science curricula.

# 2. LEGISLATION AND GUIDANCE

## 2.1 Legal obligation

As outlined by the DfE, students receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.<sup>3</sup>

## 2.2 Implications of the distinctive nature of the school

*It is not easy to approach the issue of sex education in an age when sexuality tends to be trivialised and impoverished. It can only be seen within the broader*

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Page 4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Page 25

<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Page 45

*framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched.<sup>4</sup>*

As a Catholic school, we are involved in Relationships and Sex Education precisely because of our Christian beliefs about God and about the human person. 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. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, is delivered firmly within the context of relationships, as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be taught in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. It will also prepare students for life in modern Britain.

### **2.3 Supporting documentation**

The school's RSE Policy and curriculum is guided by the following documents:

- The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers;
- 'Learning to Love' which is an introduction to Catholic Relationship and Sex Education for Catholic Educators, published by the Department of Catholic Education and Formation of the Catholic Bishops' Conference of England and Wales in March 2017, and;
- The Catholic Education Service's Model Policy for Relationships and Sex Education, 2016 (Revised 2020)

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<sup>4</sup> Pope Francis, *Amoris Laetitia* (The Joy of Love), 280

## **2.4 Equalities obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that the school does its best for all of the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after students.

## **2.5 Responsibility for the delivery and evaluation of RSE**

The governor responsible for RSE is: Mr D. Conlan

The member of SLT responsible for RSE is: Mr. D. Shields, Ms J Holt.

The teacher responsible for RSE is: Mrs. R. Battaglia

The teachers supporting the teacher responsible for RSE are: Mrs.R McNamara (Curriculum Lead – skills for life), Ms Sarah Thomas Computer Science/ IT. Ms. S. Cleminson (Curriculum Lead - RE) and Mrs. N. Grennan (Curriculum Lead - Science). Mr D McLachlan, Mrs D Ellidge, Mrs C Colenutt, Mrs A Akinpelu, Mr J Hardy , Mrs C Hunt, Mr M Treanor ,Mrs K Cowley, Mr H Santana , Mr M Treanor. (Teachers delivering Skills for Life)

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

## **2.6 The responsibilities of governors**

The responsibility of governors is to:

- draw up the RSE policy, in consultation with parents and teachers;
- 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 students;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used, and;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

## **2.7 The responsibilities of the 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, the Local Education Authority and other appropriate agencies.

## **2.8 The responsibilities of the RSE co-ordinator**

The RSE co-ordinator has responsibility for supporting other members of staff in the implementation of this policy and leading the dissemination of the information relating to RSE and the provision of in-service training.

## **2.9 The responsibilities of 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 students. 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.

## **2.10 Parents and carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their students. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their students. Therefore the school will support parents and carers by providing material to be shared with their students at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their students' learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

## **2.11 Right to withdraw**

The controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents continue to have the right to withdraw their students from Sex Education, except in those elements which are required by the National Curriculum for Science. Should parents wish to withdraw their students they are asked to notify the school by contacting the head teacher.

Please refer to the DfE guidance<sup>5</sup> (pages 17-18) for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## **2.12 External Visitors**

The school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never

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<sup>5</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, pps. 17-18

substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools.'<sup>6</sup>

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **2.13 Controversial or sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of students, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that students are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and students, will help to create a supportive climate for discussion.<sup>7</sup>

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. Teachers should use their professional judgement to decide when and how such questions are answered. 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 designated senior member of staff responsible.

### **2.14 Supporting young people who are at risk**

Students will also 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. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Again, 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 designated senior member of staff responsible.

### **2.15 Confidentiality and advice**

All governors, all teachers, all support staff, all parents and all students 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 students at heart, enabling them to grow in knowledge and understanding of relationships and sex,

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<sup>6</sup> CES Checklist for External Speakers to Schools, 2016

<sup>7</sup> C.f. See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail

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.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to students 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., parents, head teacher, but that the students would always be informed first that such action was going to be taken

## **2.16 Monitoring and evaluation**

The RSE Co-ordinator, alongside SLT, the Head of RE, the Head of Skills for Life and the Head of Science, will monitor the provision of the various dimensions of the programme by examining plans, schemes of learning and samples of students work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to students, and / or by discussion with students, staff and parents. The results of the evaluation will 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.

## **3. PRACTICE**

### **3.1 Broad content of RSE**

RSE is the joint responsibility of the school and home. Any work undertaken in the school is carried out within this context. RSE is delivered through the Religious Education, Science and Personal Development curricula. These curricula are designed to meet the unique and varying abilities, aspirations and interests of our students at St. Cuthbert's and enshrine Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills - will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

### **3.2 Objectives of RSE**

The key aim of the school's Relationship and Sex Education (RSE) curriculum is to provide students with a "positive and prudent sexual education"<sup>8</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of

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<sup>8</sup> *Gravissium Educationis* 1

education and the dignity of the human person. As a Catholic community, our RSE Curriculum is rooted in the beliefs that “God created mankind in his own image”<sup>9</sup> and that “the divine image is present in every human.”<sup>10</sup>

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional). RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise students’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

The school’s RSE curriculum aims to develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others; joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life, and; fidelity in relationships.

The school’s RSE curriculum aims to develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual’s commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development; of relationships, and how to love chastely, and; assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

The school’s RSE Curriculum aims to ensure that students **know and understand**:

- the Church’s teaching on relationships and the nature and meaning of sexual love;
- the Church’s teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;

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<sup>9</sup> Genesis 1.27

<sup>10</sup> Catechism of the Catholic Church, 1702

- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and
- commitments, including an understanding of the difference between natural family planning and artificial contraception, and;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **3.3 Balanced curriculum and resources**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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 students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RSE is delivered to students in both Key Stages. It is integrated into a broad and balanced curriculum and is delivered through History, Health and Social care, Personal Development, PE, RE and Science, more detail about sequencing and resources for which can be found in these subjects' Curriculum Maps, Learning Journeys and Schemes of Learning, as well as the school's RSE audit document.

Across the History, Health and Social care, Personal Development, PE, RE and Science curricula, students will learn about:

- Families, including:
  - 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 with respect to raising of children, including the characteristics of successful parenting;
  - how to determine whether other children, adults or sources of information are

trustworthy;

- how to 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.
- Respectful relationships, including friendships and know:
  - 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);
  - 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;
  - 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, and;
  - 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.
- Online and media and know:
  - 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,

- and;
- how information and data is generated, collected, shared and used online.
- Being safe and know:
  - 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, and;
  - 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).
- Intimate and sexual relationships, including sexual health and know:
  - 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 and menopause;
  - 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;
  - the facts about the full range of contraceptive choices, efficacy and options available;
  - 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, and;
  - how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- The law regarding:
  - Marriage;
  - consent, including the age of consent;
  - violence against women and girls ;
  - online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.);

- pornography;
  - abortion;
  - sexuality ;
  - gender identity;
  - substance misuse;
  - violence and exploitation by gangs;
  - extremism/radicalisation;
  - criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations);
  - hate crime, and;
  - female genital mutilation (FGM).
- Mental wellbeing and know:
    - 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 and know:
    - 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, and;
    - 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 and know:
    - 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, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health;
    - about the science relating to blood, organ and stem cell donation.
- Healthy eating and know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
- Drugs, alcohol and tobacco and know:
  - 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;
  - 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 tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
- Health and prevention and know:
  - 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, and;
  - 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 and know:
  - basic treatment for common injuries;
  - life-saving skills, including how to administer CPR, and;
  - the purpose of defibrillators and when one might be needed.
- The changing adolescent body and know:
  - key facts about puberty, the changing adolescent body and menstrual wellbeing, and;
  - the main changes which take place in males and females, and the implications for emotional and physical health.

### **3.4 Students' questions**

The governors aim to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students 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 students and young people. As always, 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 designated senior member of staff

responsible.

### **3.5 Inclusion and differentiation**

The delivery of RSE will be sensitive to the different needs of individual students in respect to students' 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 students to discrimination. Lessons will also help 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 - as outlined in the school's Inclusion Policy.

### **3.6 Relationships to other policies and subjects**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy, Curriculum Policy, etc.) Students 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 students. Learning about RSE in RE lessons will complement learning in Science and Personal Development lessons and vice-versa.

## **4. IMPLEMENTATION, DISSEMINATION AND REVIEW**

### **4.1 Implementation and review of policy**

Implementation of the policy will take place after consultation with the Governors in the summer term 2021. This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is July 2023.

### **4.2 Dissemination**

The draft policy will be given to all members of the Governing Body. Copies of the document will be available to all teaching and non-teaching members of staff and all parents. Details of the content of the RSE curriculum will also be published on the school's website.

## **5. MONITORING**

The teacher responsible for RSE is responsible for ensuring the day-to-day implementation of this policy. A representative from the school's Governing Body, who will report on a half termly basis to the full Governing Body, will monitor the implementation and effectiveness of this policy.

This policy will be reviewed bi-annually by the Headteacher. At every review, the policy will be shared with the full governing body.