St Peter's Catholic High School

ST. PETER'S CATHOLIC HIGH SCHOOL

Relationship, Sex and Health Education Policy

Signed:

Chair of Governors

Author: Mr N Ashton/Mrs C Welch

Date adopted: July 2025
Date of next review: July 2027

Relationships Education, Sex Education and Health Education (RSHE) Policy
Date of Policy: June 2025

3. Checklist for external speakers/organisations invited to schools CES

SECTION 1 – INTRODUCTION

1. Introduction

1.1 Under the *Relationships Education, RSE, and Health Education (England) Regulations 2019*, *made under Sections 34 and 35 of the Children and Social Work Act 2017*, schools are required to teach:

- Relationships Education (all primary aged pupils)

- Relationships and Sex Education (RSE) (all secondary aged pupils)

- Health Education (all pupils in state-funded schools only)

1.2 At St Peter's Catholic High School, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE.

2.   Rationale[1]

'I have come that you might have life and have it to the full**.'** (John.10.10)

2.1 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 RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

2.2 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. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

2.3 Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSHE 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 pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

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

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[1] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs2-4

2.5 Our RSHE programme enshrines the Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

2.6 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. It is in this context that we commit ourselves in partnership with parents and carers, to provide children and young people with a 'positive and prudent sexual education' (Gravissimum Educationis) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

By the end of KS4, we aim:

To develop the following attitudes and virtues:
1. Reverence for the gift of human sexuality and fertility;
2. Respect for the dignity of every human being – in their own person and in the person of others;
3. Joy in the goodness of the created world and their own bodily natures;
4. Responsibility for their own actions and a recognition of the impact of these on others;
5. Recognising and valuing their own sexual identity and that of others;
6. Celebrating the gift of life-long, self-giving love;
7. Recognising the importance of marriage and family life;
8. Fidelity in relationships.

To Develop the Following Personal and Social Skills:
1. Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
2. Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
3. Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
4. Managing conflict positively, recognising the value of difference;
5. Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
6. Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
7. 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;
8. Being patient, delaying gratification and learning how to recognise the appropriate stages in the development of relationships, and how to love chastely;
9. Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To Know and Understand:
1. The Church's teaching on relationships and the nature and meaning of sexual love;

2. The Church's teaching on marriage and the importance of marriage and family life;
3. The centrality and importance of virtue in guiding human living and loving;
4. The physical and psychological changes that accompany puberty;
5. The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
6. 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;
7. How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

3. Definitions - Relationships and Sex Education

3.1   As a Catholic school, we are guided by the DfE and CES. DfE guidance describes Relationships and Sex Education as follows:[2]
'In Secondary schools 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)."

3.2   In this we are guided by the Catholic Education Service, using their definition:[3]
'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.'

4. Parents And Carers – Including the right to be excused from Sex Education

4.1   'The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships'.[4]

4.2   'We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children.'[5]

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[2] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg25

[3] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg1

[4] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg17

[5] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg5

4.3   Therefore, we will work closely with parents/carers when planning and delivering our RSE programme and we will support parents and carers by sharing and providing materials where necessary.

4.4   Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Before granting any such request a discussion will take place with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record of this will be kept. This discussion is likely to include informing the parents/carers of the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

4.5   Once those discussions have taken place, 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 should make arrangements to provide the child with sex education during one of those terms.

4.6   This process is the same for pupils with SEND. However, there may be exceptional circumstances where a pupil's specific needs arising from their SEND are taken into account when making this decision.

4.7   If a pupil is excused from sex education, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

4.8   There is no right to withdraw from Relationships Education and Health Education.[6]

5. Consultation

5.1   Parents and carers will be consulted in developing and reviewing our Policy and they will be able to view the resources we use.

5.2   We will also consult with teachers and pupils to ensure the policy reflects their views. We feel that listening and responding to the views of young people will strengthen the Policy, ensuring that it meets their needs.

5.3   Our aim is that, at the end of the consultation process, stakeholders will have full confidence in our RSHE programmes to meet their child's needs.

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[6] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs17-18

6. <u>A Balanced Curriculum</u>[7]

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

6.2   Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. See Section 8.6 of this Policy.

6.3   Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

7. <u>Controversial or Sensitive Issues; Managing Difficult Questions; Safeguarding</u>[8]

7.1   There will always be sensitive or controversial issues in the field of RSHE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity.

7.2   At St Peter's Catholic High School, we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

7.3   At St Peter's Catholic High School, we want to promote a healthy, positive atmosphere in which RSHE can take place. We will ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. We recognise that 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. If this happens, adults will tell the pupil/pupils at the time that they will speak to them after the lesson. A record of the discussion will be made and parents/carers made aware if necessary.

7.4   We recognise that pupils will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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 be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they will follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

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[7] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs 5-6

[8] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs7-8

SECTION 2 – WHAT PUPILS WILL LEARN

8. What Pupils Will Learn - Relationships and Sex Education[9]

DfE guidance *'Relationships and Sex Education (RSE) and Health Education'* details the requirements of Relationships and Education. Schools should continue to develop knowledge on topics specified for primary as required (see Appendix 1). In Liverpool diocesan primary schools sex education is guided by the Catholic Education Service Model Policy (see Section 2 above). In addition, by the end of secondary school pupils should know:

8.1 Families
- 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: 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.

8.2 Respectful relationships, including friendships
- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

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* (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)

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[9] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs27-30

- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

8.3 Online and Media
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online

8.4 Being Safe
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- 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).

8.5 Intimate and Sexual Relationships, Including Sexual Health
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- 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.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

8.6 The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

• 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

• Female Genital Mutilation (FGM)

8.7 As Relationships and sex education in this school is within CES guidance '*A Model Policy For Relationships And Sex Education',* by the end of secondary school, pupils will have developed the attitudes, virtues, skills, knowledge and understanding listed in Section 2 of this policy.

9. <u>What Pupils will Learn – Physical Health and Mental Wellbeing[10]</u>

DfE guidance *'Relationships and sex education (RSE) and health education'* details the requirements of physical health and mental wellbeing education. Schools should continue to develop knowledge on topics specified for primary as required (see Appendix 2). By the end of secondary school pupils should know:

9.1 Mental Wellbeing

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[10] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs36-38

- 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.

9.2 Internet Safety and Harms
- 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

9.3 Physical Health and Fitness
- 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.

9.4 Healthy Eating
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

9.5 Drugs, Alcohol and Tobacco
- 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.

9.6 Health and Prevention
- 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.

- 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.

9.7 Basic First Aid
- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

9.8 Changing Adolescent Body
- 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.

SECTION 3 – ADDITIONAL INFORMATION

10. How RSE Will Be Taught

10.1 RSE forms one part of the personal development of pupils at St Peter's Catholic High School.

10.2 Through teaching RSE at St Peter's Catholic High School, we endeavour to raise pupils' self-esteem, help them grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

10.3 DfE guidance on RSE is statutory, but schools are free to determine how to deliver its content. At St Peter's Catholic High School, we have chosen to use a range of resources created or sourced and adapted by Curriculum Leaders to suit the needs of our pupils. We also take advantage of the free offer from Locala Health CIC who are commissioned by Wigan Council to deliver RSE workshops. These resources fit into our broad and balanced curriculum. It is a graduated, age-appropriate programme and when using it, we consider the developmental differences of our pupils.

10.4 Our Curriculum Map (Link to be inserted here) shows the coverage of both the DfE guidance *'Relationships and sex education (RSE) and health education'* and the CES' *'A model Catholic Secondary RSE curriculum'.* It is a carefully sequenced planned programme.

10.5 Our RSHE programme is delivered to pupils by teachers, Locala Health CIC employees and a range of guest speakers during our Life Days.

11. Pupils With Special Educational Needs and Disabilities (SEND)

11.1 At St Peter's Catholic High School, we ensure that Relationships Education, Sex Education and Health Education is accessible for all pupils. High quality teaching, which is differentiated and personalised where necessary, is the starting point to ensure this.

11.2 Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' personal circumstances; for example, their own sexual orientation, faith

or culture and we teach our programmes in a way that ensure that pupils are not subject to discrimination.[11]

11.3 Our programmes of study will also be delivered with reference to the law, in particular to the Equality Act (see point 12).

11.4 We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. As such, at St Peter's Catholic High School we take into consideration all these factors when designing and teaching these subjects.

11.5 We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when teaching Relationships Education, Sex Education and Health Education.[12]

12. Equalities Obligations, including LGBT

12.1 At St Peter's Catholic High School, we will not discriminate against pupils in relation to the following as it is unlawful:
- Admissions (apart from the exemptions on single sex schools and those with a religious character)
- The provision of education
- Access to any benefit, facility or service
- Exclusions
- Any other detriment

Unlawful discrimination includes:
- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments
- Pregnancy and maternity discrimination[13]

12.2 At St Peter's Catholic High School, we ensure that we comply with the relevant requirements of the Equality Act 2010 and do 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 (protected characteristics).[14]

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[11] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

[12] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg15

[13] The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 pgs7-9

[14] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg13

12.3 **Lesbian, Gay, Bisexual and Transgender (LGBT)[15] [16]**

    12.3.1 In teaching RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In particular, complying with the provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics – (Section 12.1).

    12.3.2 At St Peter's Catholic High School, we ensure that all our teaching is sensitive and age appropriate in approach and content. When we teach pupils about LGBT (Section 8.2), we ensure that the content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

12.4 We take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic; and we take this into consideration in designing and teaching Relationships Education, Sex Education and Health Education.

12.5 We also consider the makeup of our student body, including the gender and age range, when considering whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

12.6 We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated. Any occurrences are identified and tackled.

12.7 We are particularly aware of current evidence on the preponderance in schools and colleges of sexual violence and sexual harassment between children. We make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with accordingly.

12.8 At St Peter's Catholic High School, through our programmes of study, we enable pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use of prejudice-based language and how to respond and ask for help.

13. Cross-Curricular Links

13.1 This policy is delivered as part of our PSHE framework and is compatible with our school's other policy documents including our Behaviour Policy and our Safeguarding Policy.[17]

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[15] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs14-19

[16] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

[17] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg7

13.2 It also complements several national curriculum subjects and we look for opportunities to draw links between the subjects and integrate teaching where appropriate. For example:

- The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.
- The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in a competitive sport and activities and lead healthy, active lives.[18]

13.3 We also ensure that our RSHE programmes complement our whole school approaches to wellbeing and health.

14. <u>External Visitors[19]</u>

14.1 Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. These visits will always complement the current programme and never substitute or replace teacher led sessions.

14.2 External visitors will be clear about their role and responsibilities whilst they are in school delivering a session.

14.3 Any visitor delivering aspects of the RSHE curriculum must adhere to our Code of Practice developed in line with CES guidance 'Checklist for External Speakers to Schools (see appendix 3).

14.4 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.

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[18] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg39

[19] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

15. Monitoring and Evaluation [20]

15.1 Our RSE Leads are Mrs C Welch (C4L), Mr G Bowden (R.E) and Miss N Sollars (Science). They work alongside the Senior Leadership Team to monitor the provision of the various dimensions of the programme. This includes examining plans, schemes of work and samples of pupils' work at regular intervals.

15.2 Curricular development is linked to our self-evaluation, school improvement planning and performance management cycles.

15.3 The programme is evaluated with pupils, staff and parents/carers. The results of evaluations are reported to these groups of interested parties and their suggestions are sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

16. Governance

16.1 Our link governor for RSHE is Pamela Davis.

16.2 As well as fulfilling their legal obligations, our governing body will also make sure that:
- Provision is in accordance with other whole school policies, the ethos of our school and our Christian beliefs [21]
- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways which are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations. [22]

17. Date of Policy and Review

17.1 Date of policy: 30/06/2025 (to be approved by the governing body at next meeting on 03/07/2025)

17.2 This policy is available to parents/carers and anyone who asks for it free of charge from our office and is also published on our website.

17.3 This policy will be reviewed at least every 2 years.

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[20] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 p8

[21] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

[22] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg16

<u>**Appendix 1**</u> – from:
*Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior
leadership teams, teachers*

<u>**What Pupils Will Learn - Relationships Education**</u>
DfE guidance *'Relationships and sex education (RSE) and health education'* details the
requirements of Relationships Education, stating that by the end of primary school pupils
should know:
1 Families and People Who Care for Me
> • That families are important for children growing up because they can give love,
> security and stability
> • The characteristics of healthy family life, commitment to each other, including in
> times of difficulty, protection and care for children and other family members, the
> importance of spending time together and sharing each other's lives
> • That others' families, either in school or in the wider world, sometimes look
> different from their family, but that they should respect those differences and know
> that other children's families are also characterised by love and care
> • That stable, caring relationships, which may be of different types, are at the heart
> of happy families, and are important for children's security as they grow up
> • That marriage* represents a formal and legally recognised commitment of two
> people to each other which is intended to be lifelong
> • How to recognise if family relationships are making them feel unhappy or unsafe,
> and how to seek help or advice from others if needed.

2 Caring Friendships
> • How important friendships are in making us feel happy and secure, and how
> people choose and make friends
> • The characteristics of friendships, including mutual respect, truthfulness,
> trustworthiness, loyalty, kindness, generosity, trust, sharing interests and
> experiences and support with problems and difficulties
> • That healthy friendships are positive and welcoming towards others, and do not
> make others feel lonely or excluded
> • That most friendships have ups and downs, and that these can often be worked
> through so that the friendship is repaired or even strengthened, and that resorting
> to violence is never right
> • How to recognise who to trust and who not to trust, how to judge when a
> friendship is making them feel unhappy or uncomfortable, managing conflict, how to
> manage these situations and how to seek help or advice from others, if needed.

3 Respectful Relationships
> • The importance of respecting others, even when they are very different from
> them (for example, physically, in character, personality or backgrounds), or make
> different choices or have different preferences or beliefs
> • Practical steps they can take in a range of different contexts to improve or support
> respectful relationships
> • The conventions of courtesy and manners

(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act
2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be
civil or religious)

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• The importance of self-respect and how this links to their own happiness
• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
• What a stereotype is, and how stereotypes can be unfair, negative or destructive
• The importance of permission-seeking and giving in relationships with friends, peers and adults.

4 Online Relationships

• That people sometimes behave differently online, including by pretending to be someone they are not
• That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous
• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
• How information and data is shared and used online.

5 Being Safe

• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
• How to recognise and report feelings of being unsafe or feeling bad about any adult
• How to ask for advice or help for themselves or others, and to keep trying until they are heard
• How to report concerns or abuse, and the vocabulary and confidence needed to do so
• Where to get advice e.g. family, school and/or other sources.

What pupils will Learn – Physical Health and Mental Wellbeing

DfE guidance *'Relationships and sex education (RSE) and health education'* details the requirements of Relationships Education, stating that by the end of primary school pupils should know:

1 Mental Wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

2 Internet Safety and Harm

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

• Where and how to report concerns and get support with issues online.

3 Healthy Eating

• What constitutes a healthy diet (including understanding calories and other nutritional content).

• The principles of planning and preparing a range of healthy meals.

• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

4 Drugs, Alcohol and Tobacco

• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

5 Health and Prevention

• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

• The facts and science relating to allergies, immunisation and vaccination.

6 Basic First Aid

• How to make a clear and efficient call to emergency services if necessary.

• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

7 Changing Adolescent Body

• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

• About menstrual wellbeing including the key facts about the menstrual cycle

Appendix 3

CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist **'School(s)'** means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.[23]

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

Political impartiality in schools - GOV.UK (www.gov.uk)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

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[23] For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	**Answer**	**Actions Needed/Comment**
1. Will the Speaker be supervised at all times during their visit? If not, why not?	yes ☐ no ☐ further comment ☐	
2. Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	yes ☐ no ☐ further comment ☐	
3. Has the Speaker understood and confirmed that their communications in the school will: • be respectful towards Catholic teachings; • not be prejudicial or detrimental to the Catholic character of the school; • not engage pupils in political activity; • not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable); • be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate).	yes ☐ no ☐ further comment ☐	
4. Have you reviewed the resources/materials that will be used by the Speaker?	yes ☐ no ☐ further comment ☐	
5. Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	yes ☐ no ☐ further comment ☐	
6. Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	yes ☐ no ☐ further comment ☐	
7. Can you confirm that the political views espoused by the	yes ☐ no ☐	

speaker/speaker's organisation are following British values and do not involve taking an extreme political position?	further comment ☐	
8. Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	yes ☐ no ☐ further comment ☐	
9. Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	yes ☐ no ☐ further comment ☐	
10. Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	yes ☐ no ☐ further comment ☐	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Signed   _____
Position   _____
Dated   _____

Approved for booking
Senior Staff member Name   _____
Position   _____
Dated   _____