

# **ALL HALLOWS CATHOLIC HIGH SCHOOL**



## **RELATIONSHIP AND SEX EDUCATION HEALTH EDUCATION POLICY**

Reviewed and ratified: November 2021

Next review: Autumn Term 2023

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## **1. School Mission Statement**

“Growing together in the spirit of Christ’s love”.

Our Mission Statement commits us to the education and growth of the whole person (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationship and Sex Education (RSE) and Health Education are an integral part of this education.

## **2. Implementation and Review of Policy**

Implementation of the policy took place after consultation with the Governors Standards and Effectiveness Committee in October 2021 and approval by the Governing Body in November 2021. The policy is to be reviewed every two years by the SLT and Governing Body. The next review date is Autumn 2023.

## **3. Dissemination of Policy**

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. The policy will be available to parents and visitors via the school website along with details of the RSE curriculum.

## **4. Definition of Relationship and Sex Education (RSE)**

The DfE Statutory Guidance states that the aim of RSE is “to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.” (Relationships Education, Relationships and Sex Education 2021)

RSE and Health Education RSE at All Hallows both informs and draws upon the existing knowledge provided by parents, carers and where appropriate, other schools that our pupils have previously attended. Our RSE is a response to the challenge of our school Mission Statement. It involves growth, support, collaboration and is based upon our belief in the demands and joys of the Gospel.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about RSE at All Hallows.

## 5. Rationale

Jesus said *"I have come that you might have life and have it to the full"* (John 10:10)

We are involved in RSE because of our Christian beliefs about God and the human person:

- We are made in God's image, Jesus is "Word made flesh" so all flesh is holy.
- Jesus' command to love is the basis of all Christian morality.
- Humans are created out of love.
- To be human is to relate – we exist in relationship.
- We must live in "right relationships" with the whole of creation.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the nature and importance of marriage and the family but will recognise that there are strong and mutually supportive relationships outside marriage. Following the guidance of the DfE and the Bishops of England and Wales, RSE is firmly embedded in the PSHE framework delivered through Personal Development, Religious Education and Science lessons. Other subject areas such as English, Performing Arts and Computer Science contribute to RSE through their curricular. Physical Education makes a significant contribution to Health Education content.

## 6. Aims

- To help and encourage our pupils to get to know and understand themselves more fully.
- To deepen their awareness and understanding of their relationships with others.
- To give the pupils a positive view of themselves spiritually, emotionally, and physically.
- To give an understanding of the physical development of their own bodies and those of the opposite sex.
- To understand human sexuality and to respect themselves and others.
- To encourage the pupils to understand sexuality within the context of a loving relationship.
- To equip young people so that they can make safe, informed and healthy choices in life.

## 7. Values

Our RSE programme:

- promotes Gospel values relating to love, stable relationships, marriage and family life.
- is faithful to the Church's vision of human wholeness whilst recognising the modern world in which we live today.
- provides a positive view of human sexuality and dignity of the human person.
- equips young people with the ability to make practical judgments about the right thing to do in particular circumstances.
- explores and promotes virtues which are essential to promoting respect and dignity.

- is delivered in an age appropriate way that reflects the development of the child.
- has cross-curricular links with Science, Religious Education, English, Performing Arts, Computer Science and Physical Education.
- is sensitive to the needs of the individual pupil (especially SEND pupils) and recognises the mix of pupils with different sexual orientations, genders and family backgrounds in each class.
- is taken seriously by the governors and teachers as an integrated part of the broad and balanced curriculum that All Hallows offers.
- is delivered by professionals who understand the Church's teaching.

## **8. Content of Relationship and Sex Education Programme**

In accordance with the DfE Statutory Guidance 2021, and guidance from the Catholic Education Service, our RSE programme will cover:

### Relationships

- Respect for the dignity of every human being
- Valuing themselves and seeing the good in others
- Gender and sexual identity
- The characteristics and features of healthy relationships
- Different types of relationships
- The Church's teaching on relationships and the nature and meaning of sexual love
- How to manage conflict in relationships
- The damage caused by stereotypes
- The nature of respect
- Different types of bullying
- Sexual harassment, sexual violence and coercive behaviour
- Responsibility for their own actions and recognising the impact on others
- Faithfulness in relationships

### Families

- Different types of committed, stable relationships
- The nature and purpose of marriage
- Other types of long-term relationships
- Roles and responsibilities of parents
- The Church's teaching on marriage and family life
- The Church's teaching on homosexual relationships

## Intimate and Sexual Relationships

- The human body and the changes that puberty brings
- The menstrual cycle
- Facts about human reproduction; sexual love and procreation
- Choices and the impact on physical, mental, emotional and sexual health
- The choice to delay sexual intimacy
- Sexual pressure and peer pressure and strategies to manage them
- Reproductive health and fertility
- The nature and methods of family planning (Natural and artificial)
- The Church's teaching on Family Planning and Contraception
- Pregnancy and miscarriage
- Choices in relation to pregnancy
- The Church's teaching on Abortion
- Sexually transmitted infections (STIs) including HIV/AIDS and the importance of testing
- How to keep themselves free from sexually transmitted infections and how to avoid unwanted pregnancy
- Where to go for advice and support
- Alcohol and drugs in relation to risky sexual behaviour

## Safety, Online and Media

- Laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, FGM
- Rights and responsibilities in online behaviour
- Online risks and internet safety (including image sharing)
- The harm caused by viewing pornography

## Developing personal and social skills

- Make sound judgements and good choices
- The ability to form friendships and loving, stable relationships free from pressure, exploitation, bullying and abuse
- Manage emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- Manage conflict positively and maturely
- Develop self-esteem and confidence
- Demonstrate empathy and sensitivity to others
- Build resilience and the ability to resist unwanted pressures (media, internet, peer groups)
- Assess risks and manage behaviour in order to minimise the risk to health and personal integrity and dignity

## **9. Content of Health Education (Physical and Mental)**

Alongside the RSE, and in partnership with it, the following content will be explored in Personal Development and Physical Education lessons:

- How bodies change
- Physical and emotional changes in puberty
- The importance of good personal hygiene
- Dental health and oral hygiene
- How germs and viruses are spread
- The science relating to immunisation and vaccination
  
- The relationship between good physical health and mental wellbeing
- The benefits of physical activity, sleep and good nutrition
- The importance of healthy eating
- The importance of developing and nurturing hobbies and interests
- The benefits of participation
  
- The law about illegal drugs
- The risks to mental and physical health from drugs and alcohol
- The consequences of addiction
- The harm caused by smoking tobacco
  
- How to recognise mental health concerns
- Common types of mental ill health
  
- The differences between the online world and the physical world (including social media images and harmful online behaviours)

## **10. Our Programme: RSE in Partnership**

### Parents

RSE at All Hallows recognises that parents are the first and best educators of their children and that the school works in partnership with them. They have the right to be consulted before a RSE programme is embarked upon. Information on the programme, and the resources used will be available to parents on request.

### Governing Body

Governors have a responsibility for ensuring that there is a RSE policy in keeping with Catholic teaching. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and teaching materials are monitored and evaluated.

### Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for liaison with the Governing Body, Parents, Liverpool Archdiocese and Lancashire County Council.

### Personal Development Co-ordinator

Much of the RSE programme is to be delivered as part of the PSHE framework within Personal Development lessons. Effective teaching of RSE ensures that core knowledge is delivered in units of a manageable size, and carefully sequenced. The Co-ordinator 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. They will be supported by the Curriculum Deputy Headteacher and the Assistant Headteacher with responsibility for Safeguarding.

### A cross-curricular approach

At All Hallows RSE is a whole-school issue. All teachers have a responsibility of care and should contribute to the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos at All Hallows. Throughout 2021-2022 the Ten:Ten 'Life to the Full' RSE Programme will be launched and implemented in RE and Personal Development lessons. Schemes of work for RE and Personal Development will be updated throughout 2021-2022 and made available on the school website as they are updated. Other aspects of RSE will continue to be taught in Science, English, Performing Arts, Computer Science. They will be consulted and participate in monitoring and evaluating RSE. Content across these subjects will complement and not duplicate.



## **11. Withdrawal from lessons**

Parents have the right to withdraw their child from RSE lessons but do not have the right to withdraw pupils from Relationships or Health Education (DfE, 2021). Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. A discussion will take place, and if the withdrawal goes ahead the school will provide support by providing material for parents to help the children with their learning.

## **12. Teaching strategies**

Teachers will establish clear ground rules to create a safe environment. For example, no one will have to answer a personal question or no one will be forced to take part in a discussion etc. Teachers will use distancing techniques such as depersonalising discussions to avoid embarrassment and protect privacy. Teachers will establish clear parameters for dealing with questions. If a question is too personal, the teacher should remind the pupil of the ground rules. If a question is too explicit or inappropriate for the age range of the class, the teacher should acknowledge it and attend to it later on an individual basis.

Reflection points are crucial for learning as they encourage pupils to consolidate what they have learned and to form new understanding, skills and attitudes. SMSC units of work end with a lesson of reflection.

## **13. Equality**

We are required to comply with the relevant requirements of the Equality Act 2010. We never discriminate against pupils because of their age, gender, reassignment, race, disability, religion, belief or sexual orientation. We must ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We strive to ensure that all of our teaching is sensitive and age appropriate in approach and content.

## **14. Pupils with special educational needs and disabilities (SEND)**

RSE and Health Education are available and accessible to all pupils. Teaching and resources are differentiated and, at times, consideration is given to appropriate teaching groups for more sensitive topics. Content may be tailored to ensure that it is sensitive and developmentally appropriate as well as age-appropriate.

## **15. External Visitors / Agencies**

On occasion, help and guidance from outside agencies and health specialists will be invited to deliver aspects of RSE. These visits will complement and enhance the current RSE programme. External visitors will be made clear about their role and responsibility whilst they are in school delivering a session. Materials and resources will be viewed in advance to ensure that teaching is rooted in Catholic principles, is age-appropriate and meets the needs of all pupils (e.g. SEND pupils).

## **16. Assessment**

Elements of RSE will be taught in Religious Education lessons (KS3 or KS4) and subject to the RE Department's policy on assessment. This applies to content taught in Science or other curriculum subjects. Assessment will also take place in Personal Development in less formal ways such as feedback questionnaires, pupil response sheets, self-evaluations.

## **17. Safeguarding and Confidentiality**

Staff are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a Safeguarding issue. If a teacher is concerned that a pupil is at risk of sexual abuse, they should immediately follow the school's Safeguarding procedures.

In the event of a disclosure pupils will be reassured that their best interests will be maintained. Pupils will be reminded that teachers cannot offer unconditional confidentiality. If confidentiality has to be broken, pupils will be informed first and then supported as appropriate. 'Keeping Children Safe in Education' (KCSIE) explores this in more detail.

## **18. Monitoring and Evaluation**

The Assistant Headteacher responsible for Personal Development will monitor the provision of the various dimensions of the RSE programme by examining schemes of work, lesson plans and samples of pupil work. Evaluation will take place through questionnaires / response sheets, or by discussion with pupils, staff and parents. The results of the evaluation should be reported to the SLT and Governors' Standards and Effectiveness Committee. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

B. McMullen

November 2021