



St Peter's
Catholic School



Faith is our Foundation

Relationships & Sex Education (RSE) Policy

Written by: Mrs S Shelton
Approved by: **In consultation period**
Date: March 2024
Next review due by: March 2025

[Details](#)

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions for Relationships and Sex Education (RSE).



1. Definitions, rationale and ethos:

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

At St Peter's Catholic School, our mission statement is that 'Faith is our Foundation' and we live out our mission through the virtues and values of the Catholic Pupil Profile. We are committed to ensuring that all our pupils receive the appropriate provision to improve their knowledge and understanding of relationships and sex. Young people face complex pressures and dilemmas in developing mature relationships and need to face such tasks confident in their factual knowledge, as well as being given the opportunity to discuss and shape their feelings and attitudes. Our curriculum follows the guidance from the DFE provided for the compulsory curriculum for RSE for September 2020 and the directory from the Catholic Education Service 2019.

The PSHE and Relationships and Sex programme at St. Peter's is firmly rooted in the belief that:

1. Every person is created in the image of God and is therefore deserving of respect
2. Sexuality is essential to our personal identity and is God's gift to us.

3. Roles and Responsibilities

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". At St Peter's this is entrenched within our Catholic ethos, where love and respect are fundamental aspects of our school life. We believe relationships and sex education is important for our pupils and our school because it helps them to make good, moral choice as well as helping them to understand their changing bodies and emotions. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as help to identify child protection issues in children.

The PSHE and RSE programme will be led by the Director of Learning for PSHE. It will be taught by a variety of St Peter's teachers and form tutors in form time PSHE and through engagement with Votes for Schools. Votes For Schools is an online voting platform designed to engage pupils in exploring and discussing the issues affecting them and allowing them to join with other pupils to let the world know what they think about these topics. Our pupils discuss a Vote Topic each week as part of their tutorial programme before then voting to share their personal and collective opinion. Further information about the Vote Topics covered during Votes For Schools can be found by clicking here: <https://www.votesforschools.com/>

The programme aims to support our ambition to have a broad and balanced curriculum, which supports the development of all pupils based on Christian principles and in all respects conforms to Catholic teaching. Following the guidance of the Bishops of England and Wales and as advocated by the Department for Education, 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 pupils. All RSE 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. The curriculum teaches dignity, respect and tolerance towards all God's children. It will also prepare pupils for life in modern Britain.

Staff training and education

All teaching staff will receive training on PSHE and RSE to ensure the delivery of the provision is accurate and engaging. This will be delivered by the PSHE lead and where possible external speakers. Training is also given to new staff and trainees on the PSHE and RSE education of the school.

Our curriculum is supported by the governors, senior leadership team, teachers, parents, and pupils and guided by the Religious Education department.

Statutory curriculum requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science, including the additional requirements for maintained secondary schools. In addition to this, the DfE have published a new curriculum entitled 'Relationship Education, Relationships and Sex Education' implementation for which is statutory from September 2021.

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse/introduction-relationships-education-relationships-and-sex-education-rse-and-health-education>

Governors

The Governing Body of St. Peter's acknowledges its statutory duties to provide Sex Education for all pupils.

"The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment to the Children and Social Work Bill on 1 March 2017 which came into effect from September 2019." DfE Policy Statement March 2017.

We welcome the support provided and the recognition that schools of a particular religious ethos may choose to reflect their faith beliefs in their sex and relationship education policy and delivery.

The Governing Body also recognises that parents are the key people in teaching their children about sex, relationships and family life and aims to support the work of parents in this area in the RSE Programme. The programme being followed is that of the Catholic Education Services 2019.

Governors will:

- Ensure that the policy is in accordance with other whole school policies
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum
- Ensure the policy including the right to withdraw is available to parents
- Establish a link governor to share in the monitoring and evaluation of the programme

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and with liaison with the Governing Body, parents, the Catholic Education Service and the Local Education Authority, also appropriate agencies.

Key Staff

Mrs J Loughran – Governor

Mr S Shelton - Headteacher

Mr A Williams – Senior Leadership Team

Mrs AM Keane – Senior Leadership Team

Mrs S Shelton – Director of Learning PSHE

4. Curriculum design

Relationships Education, Relationships and Sex Education (RSE) and Health Education is an integral part of our whole school PSHE education provision and we aim to educate the whole child and to ensure all children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and

academic success. Furthermore, it aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy, love and care.

Our curriculum has been designed to have a spiral approach where every year virtues and values are built on in an age appropriate, inclusive and constructive way. PSHE is divided into exploring three core themes within which there will be a broad overlap. The three themes are:

- Created and loved by God (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in our pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Within these themes, our curriculum explores topics under the following headings: *living in the wider world, relationships and health and wellbeing*. The curriculum is *reactive* and will be altered in places to meet changing world or local events. An overview of learning in each key stage / year group can be found on the school's website. <https://www.st-peters.solihull.sch.uk/pshe/> PSHE and RSE will be assessed through ipsative style assessments, including progress checkers, Do Now's and knowledge quizzes.

SRE aims and learning objectives at St Peter's are:

- to help pupils come to an understanding of themselves and others as fully human
- to enable young people to learn what the Church teaches and build bonds of trust and communication with each other
- to augment pupils' understanding of their physical and emotional development
- to promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions
- to augment teachers' subject knowledge and confidence
- to help pupils develop the confidence and skills to discern messages in the media and the positive and negative effects of peer pressure, enabling them to make decisions about how to act in accordance with their own beliefs and values.

Inclusivity

Our RSE policy is sensitive to:

- the Catholic teachings of our school community (under the Equality Act 2010, religion and belief are amongst the protected characteristics)
- the experiences of LGBT+ pupils (sexual orientation and gender reassignment are protected characteristics under the 2010 Equality Act); teaching related to sexual orientation and gender identity should be delivered clearly, sensitively and respectfully, in line with the statutory guidance, recognising that pupils' sexual orientation and gender identity may be emerging, and in line with Catholic teachings *on imago dei* and the dignity of all God's people.
- the needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND).

Under the Equalities Act 2010, staff and governors will ensure that our school strives to do the best for all of the pupils, 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 children.

As far as is appropriate, pupils with special educational needs will follow the same PSHE and RSE education programme as all other pupils. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. All lessons have differentiated tasks and it is the responsibility of the classroom teacher to determine whether any of the material needs to be further differentiated. Learning support assistants will work with individual pupils where required, and if appropriate.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying, cyber-bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help. We believe that we are all God's people and created in the image and likeness of God. We teach about the importance of tolerance and respect for all God's people. Prejudiced views will be challenged and equality promoted. In line with DfE guidance, we will ensure that all of our teaching is sensitive and age appropriate in approach and content and we will ensure pupils are taught about LGBT with content that is fully integrated into our PSHE programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the schools anti-bullying and behaviour policy.

As a Bronze committed UN Rights-Respecting school, we support our pupils to become informed, active and responsible global citizens. Our Votes for Schools Ambassadors also represent St Peter's in online Current Affairs votes that encourage debate and discussion to enhance their understanding of how equality and diversity are promoted and celebrated, the results of which are shared with the school but also other outside agencies such as the British government, Kooth, Childline and Mental Health Matters. Our Director of Learning PSHE also is on the national advisory board for Votes for Schools and gets up to date training and detail at national meetings regarding PSHE and RSE agenda's in the UK.

[HYPERLINK TO ANTI BULLYING POLICY](#)

[HYPERLINK TO BEHAVIOUR POLICY](#)

Beyond the Curriculum

We also deliver PSHE and RSE through a variety of ways beyond the curriculum:

- Assemblies
- Form PSHE
- Votes for Schools
- School Mission Week
- Guest speakers and workshops
- Partnerships and links within our MAC and other Catholic secondary schools
- Pupil leadership
- Anti Bullying Ambassador training and pupil leadership
- Peer mentor programme
- Chaplaincy team
- Through community projects, for example our; mission week and charity fund raising
- Our extra curricular enrichment programme
- Duke of Edinburgh

5. Safe and effective practice

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. However, it is important not to promise confidentiality to pupils, discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, normal safeguarding protocols must be followed. Personal information about pupils who have approached a teacher for discussion should only be shared where reasonable. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members who share confidential information without a valid reason may be dealt with under the school's disciplinary process.

Sensitive and controversial issues

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 a PSHE and RSE programme that offers a range of viewpoints on issues. There will always be sensitive or controversial issues in PSHE and RSE. These may be matters of maturity, of personal involvement or experience, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity.

The staff and governors believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the PSHE programme. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. We will cover the aspects of the law pertaining to RSE (such as matters 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 pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Conversations will always be steered by the classroom teacher. Any issues that the classroom teacher struggles to address with the class will be referred to the leader of PSHE. Pupils are able to ask questions anonymously by use of the PSHE teacher's 'Ask it Basket', or through pupil voice Ambassadors. We also can seek guidance from the PSHE Association and from the Diocese if clarity on an issue is needed.

6. Engaging parents and other stakeholders

This policy was written in consultation with parents. Parents will be informed about the PSHE and RSE policy and curriculum through the school website. The policy will be available to all stakeholders on the school website. Parents are also sent out a letter to inform them of the contents of RSE outside speakers. Parents are also able to withdraw their children from the programme when it is delivered outside the National Curriculum. They must seek an interview with a member of the senior leadership team to do so. Parent voice has been used to identify areas where pupils need further education.

Working with pupils

Pupils have been fundamental in developing the curriculum to meet their needs. They have participated in pupil voice to ensure that their needs are met in terms of content but also by expressing the way in which they best learn.

Working with staff

All staff will be made aware of and have access to the school's RSE policy. Staff have participated in multiple staff voice to reflect on the needs of the pupils, the key areas of PSHE curriculum and the best received methods of delivery. The pastoral team have worked closely with the Director of Learning PSHE to ensure the needs of all pupils are being met. The school nurse is also consulted, and resources shared regarding PSHE provision.

7. Right to withdraw from sex education

From September 2020 parents continue to have the right to request that their child be withdrawn from some, or all of sex education content, delivered as part of statutory RSE. However, three school terms before the child turns 16 a pupil who wishes to receive sex education lessons can do so without their parent's permission. Before a request for withdrawal is granted, parents expressing concern regarding sex education will be invited to their school by a representative from the leadership team to talk through those concerns. This will help clarify: the nature and the purpose of the curriculum, the benefits of receiving this education and to raise concerns regarding the possible effects and safeguarding issues which could result from withdrawing the pupil. Once this meeting has taken place, those parents who still wish to withdraw their child, will have this documented by the school so that a future record is kept.

There is also no parental right to withdraw from any other aspect of PSHE, including Relationships Education. Certain lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Likewise, Relationships Education, RSE and Health Education is complemented by the following national curriculum subjects: PE, RE, computing and there continues to be no right to withdraw from any part of this national curricula.

Any pupil withdrawn will be placed in an alternative year group classroom and expected to complete independent revision.

At St Peter's, the following topics are categorised as:

Health Education

Contraception

Sexually Transmitted Infections

Sex Education

Impact of Pornography

The right to delay sexual intimacy

Relationships Education

Consent

Healthy and unhealthy relationship

PSHE RSE Lessons in Year 7 will include pupils learning about:

- Menstruation and puberty
- Identity, rights and responsibilities in society
- Challenging prejudice, stereotypes and discrimination
- Signs and impacts of bullying in person and online
- Recognising unwanted contact and FGM
- Self-worth and positive relationships (building friendships)
- Unhealthy relationships – media stereotypes, expectations of romantic relationships
- Safety online and appropriate relationships online

PSHE RSE Lessons in Year 8 will include pupils learning about:

- Sexual orientation and gender identity

- Sharing explicit images (sexting)
- Consent (the law and assertive communication of boundaries)
- Racism, gender and religious discrimination
- Qualities of positive relationships, demonstrating these behaviours and forming partnerships.

PSHE RSE Lessons in Year 9 will include pupils learning about:

- Different family constructs and managing changes
- Family conflict and resolution
- Readiness for sexual activity, contraception and the law regarding this
- STIs
- Challenging the portrayal of sex and relationships in the media and online

RSE Lessons in Year 10 and 11 will include pupils learning about:

- Relationship values
- Myths and misconceptions about sex, gender and relationships
- Online relationships – opportunities and risks
- Impact of the media and pornography on sexual expectations and behaviours
- Recognising and responding to pressure and coercion and exploitation
- Victim blaming
- Asexuality, abstinence and celibacy
- Different types of families and changing family structures
- Readiness for parenthood and positive parenting qualities
- Fertility, including how it varies and changes
- Pregnancy, birth and miscarriage, unplanned pregnancies
- How social media may distort, misrepresent or target information in order to influence beliefs and opinions
- How to safely challenge discrimination (including online)

8. Safeguarding

The RSE policy supports our school's approach to safeguarding. All teachers at St. Peter's receive regular and thorough safeguarding training. This is delivered by both internally and external agencies.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. It is recognised that PSHE and RSE is a curriculum area in which the chances of pupils making a disclosure or safeguarding concerns may be more likely to occur. All staff are expected to follow the school's safeguarding procedures should any disclosure be made or worrying behaviour become obvious.

Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Staff will always be vigilant, approachable and follow safeguarding policies namely; never promising confidentiality, informing a Designated Safeguarding Lead of any concerns and using the CPOMs system to ensure accurate recording and therefore actioning of any concerns.

Within lessons

All lessons are designed with the needs of St. Peter's pupils in mind. All PSHE curriculum lessons include signposting to support pupils gaining support, advice and help at the end of every lesson.

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 will 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 youth-produced sexual imagery, nudes, etc.)
- pornography
- sexuality
- substance misuse
- violence and exploitation by gangs
- Child on child sexual violence and sexual harassment
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime extremism/radicalisation
- female genital mutilation (FGM)

Support within school

All pupils are supported within school through a variety of means. In the school liaison journal are the details of the designated safeguarding leads, heads of year and first aiders. In addition to this is a useful contact's page detailing outside support agencies which is updated yearly. Pupils are regularly reminded of support available in school through PSHE curriculum lesson, PSHE form time, Votes for Schools and in assemblies.

[LINK TO SAFEGUARDING POLICY](#)

Disclosures of Sexual Activity

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENCO to decide what is in the best interest of the child.

Disclosure of a concern regarding an STD

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL. There is no reason for staff, other than the DSL, to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

Sexual harassment and child on child abuse

1. The RSE curriculum aims to support St Peter's Catholic School zero-tolerance approach to child on child abuse, sexual harassment and harmful sexual behaviours. The curriculum will introduce and explore concepts including consent and sexual harassment so that pupils are better able to identify instances of sexual harmful behaviours or

sexual violence and seek support. An additional aim is that pupils will be taught how to manage their own behaviour and challenge unacceptable behaviour in others.

Behaviour expectations are clearly defined and explained; fair and consistent consequences are outlined to pupils through assemblies, tutor time and housemail and reinforced. Our RSE curriculum includes the following topics, repeated every year and in built upon in an age appropriate way which aims to address cultures of sexual harassment and harmful sexual behaviours.

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- safety online

Child on child abuse denotes sexual violence and harmful sexual behaviours between children of any gender. It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children in person or online and can be between two children of any age and gender. The NSPCC summary of the Department for Education (DfE) report 'Sexual violence and sexual harassment between children in schools and colleges' (2018) makes the following points:

Sexual violence includes:

- rape
- assault by penetration
- sexual assault - intentionally touching another person in a way that is sexual

Sexual harassment is defined as 'unwanted conduct of a sexual nature' occurring online or offline. It can lead to the following:

- a violation of a child's dignity, and /or
- is likely to lead to intimidation, degradation and humiliation
- the creation of a hostile, offensive or sexualised environment

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Unwanted sexual attention, harmful sexual behaviours and sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media
- It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- sexual exploitation; coercion and threats.

Any instances of child on child abuse, sexual harassment, harmful sexual behaviours or sexual violence will be dealt with immediately and in line with the Academy Behaviour and Anti-bullying policies and will result in a significant sanction and appropriate follow up with all pupils involved and appropriate safeguarding referrals, if needed. Long term follow up will be instigated and particular care will be given to understanding and supporting where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will be trained and aware of how these children's experiences, can impact on their mental health, behaviour, and education.

CONFIDENTIALITY

Under common law, information given in confidence should only be passed to a third party with the agreement of the person disclosing it. This applies to the pupil/teacher relationship. Teachers cannot, however, offer absolute confidentiality. Where there are child protection issues, the teacher should refer the matter to the Designated Child Protection Officer and follow the school's confidentiality procedures. Teachers should make clear the level of confidentiality that can be given, before the disclosure is made.

Outside speakers

When outside agencies and health specialists are used to assist with any aspect of the programme they must:

- be provided with a copy of the school's policy beforehand
- be thoroughly briefed and understand the values/guiding principles of the school policy
- make a contribution, which is consistent with the school policy and educational practice.

Links with the wider community

Visitors are welcomed into our school.

St Peter's Catholic School will support the work of a variety of charities in support of our Catholic ethos.

Pupils will be taught to appreciate and take responsibility for their local environment.

Liaison with local primary schools to support the primary curriculum e.g. Religious Education, modern foreign languages, creative and expressive arts, PE.

8. Monitoring, reporting and evaluation

The school's RSE provision is monitored and evaluated by the Director of Learning PSHE and Deputy Headteacher (Personal Development.) This is achieved by:

- Performance Management review whereby the teaching and learning of sex and relationships will be monitored through lessons observations, focussed learning walks, pupil and staff feedback as appropriate.
- Monitoring of teaching and learning by Deputy Headteacher (Personal Development) and Director of Learning PSHE.
- Regular discussions at staff and governors' meetings.
- Pupil voice and evaluation on delivery of PSHE and RSE and future areas of importance and interest.

The contribution of visitors and external agencies is monitored and evaluated by the Director of Learning PSHE and Associate Headteacher (Trips and Visits)

Pupil voice is influential in adapting and amending planned learning activities. Analysis is reviewed and shared by Director of Learning for Pupil Voice.

- RSE is also monitored through the decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings, monitored by Lead Tutors and the Safeguarding Team.

Regular teacher review processes will inform discussion about the successful implementation of the policy. Judgments about its success will also be made through gathering evidence from:

- The wider staff, on how the policy supports them.
- Parents and governors, about the clarity of information provided.

- Pupils, and how PSHE provision is meeting their needs.

9. Policy review

The content and organisation of formal sex education is reviewed annually to accommodate changes in national curriculum requirements or to adopt changes recommended by health professionals or our own tutorial teams. Certain principles, however, remain constant:

- That teaching of sex education should be undertaken with due regard to Catholic teachings and the value of family life.
- That such teaching should not form a discrete course, but should occur within a number of curriculum areas as described above.
- That where outside speakers are employed they are fully briefed, both as to how their contribution fits within the overall scheme and as to the moral dimension appropriate to their presentation.

This policy will be reviewed in the Spring of 2025. It will be reviewed by the Director of Learning PSHE, senior leadership team and the governors. It will involve consultation with staff, pupils and governors to ensure the curriculum and school policy remains fit for purpose.

Complaints

Parents/carers or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints procedure.

This policy is informed by existing DfE guidance and the Catholic Education Service Framework 2019:

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

RSE at St Peter's Catholic School:

Education in virtue	KS3	St Peter's	KS4 and 5	St Peter's
	1 Created and loved by God			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	3.1.1.1. Respectful of their own bodies, character and giftedness	Whole School RE PSHE	4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual	Whole School GCSE RE Christian Living

			identity	
	3.1.1.2. Appreciative for blessings	Whole School	4.1.1.2. Appreciative of blessings	Whole School
	3.1.1.3. Grateful to others and to God	Whole School	4.1.1.3. Grateful to others and to God	Whole School
	3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods	Whole School RE PSHE	4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships	Whole School RE Christian Living
	3.1.1.5. Discerning in their decision making	Whole School PSHE Careers	4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement	Whole School PSHE Careers
	3.1.1.6. Determined and resilient in the face of difficulty	Whole School Mission Week	4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure	Whole School 10 Mission Week
	3.1.1.7. Courageous in the face of new situations and in facing their fears	Whole School RE	4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different	Whole School GCSE RE Christian Living

	KS3	St Peter's	KS4 and 5	St Peter's
Religious understanding of the human person: loving myself	1 Created and loved by God			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	3.1.2.1. To appreciate sensual pleasure as a gift from God	Whole School RE Yr 9 PSHE	4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure	Whole School RE PSHE
	3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage	Whole School RE Yr 8 and 9 PSHE	4.1.2.2. The concept of fasts and feasts and the importance of self discipline and moderation	Whole School RE
	3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility	Whole School RE Science	4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3	Whole School PSHE Christian Living
	3.1.2.4. To understand the need for reflection to	Whole School	4.1.2.4. The Church's teaching on the morality of	Whole School

	facilitate personal growth and the role prayer can play in this	Mission Week	natural and artificial methods of managing fertility, building on learning at KS3	Mission Week
	3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves	Whole School Mission Week	4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.	Whole School Yr 10 Mission Week
	3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience	Whole School	4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands	Whole School

	KS3	St Peter's	KS4 and 5	St Peter's
Me, my body and my health	1 Created and loved by God			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	3.1.3.1. To recognise their personal strengths	Whole School Careers PSHE	4.1.3.1. To evaluate their own personal strengths and areas for development	Whole School Careers PSHE
	3.1.3.2. To distinguish 'needs' from 'wants'	Whole School PSHE	4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	Whole School PSHE Christian Living
	3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	Whole School PSHE RE	My body 4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	Whole School PSHE Christian Living
	My body 3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality	PSHE RE	4.1.3.4. The health risks and issues related to this, including cosmetic procedures	Yr 11 PSHE Christian Living

	3.1.3.5. There are many different body shapes, sizes and physical attributes	PSHE	My health 4.1.3.5. To take increased responsibility for monitoring their own health (including breast self examination)	Yr 11 PSHE Christian Living
	3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual	Whole School PSHE		
	My Health 3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene	Yr 7 PSHE		

	KS3	St Peter's	KS4 and 5	St Peter's
Emotional well-being and attitudes	1 Created and loved by God			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	Emotional Well-being 3.1.4.1. How to develop self confidence and self-esteem	Whole School PSHE	4.1.4.1 The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others	Whole School PSHE
	3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships	Whole School PSHE	4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage	Whole School PSHE
	3.1.4.3. The importance and benefits of delaying sexual intercourse until ready	Whole School Yr 9 PSHE	Emotional well-being 4.1.4.3. Strategies for managing mental health and emotional wellbeing	Whole School PSHE
	3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them	PSHE	4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform	PSHE

	3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform	PSHE	Attitudes 4.1.4.5. To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices	PSHE
	3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation	Whole School PSHE RE		
	Attitudes 3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	PSHE RE		

	KS3	St Peter's	KS4 and 5	St Peter's
Life cycles and fertility	1 Created and loved by God			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	Life cycles 3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems	Whole School PSHE Science	Life cycles 4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external	Whole School Science
	3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome	Whole School Science	4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome	Whole School Science Yr 10 PSHE
	Fertility 3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods	Whole School Yr 9 PSHE	4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth	Science

	3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation	Yr 7 PSHE Science	Fertility 4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods	Yr 10 PSHE Science Christian Living
	3.1.5.5. The negative impact of substance use on both male and female fertility	PSHE Science	4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause).	Yr10 PSHE Science
			4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility	PSHE Science

Education in virtue	KS3	St Peter's	KS4 and 5	St Peter's
	2 Created to love others			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	3.2.1.1. Loyal, able to develop and sustain friendships.	Whole School PSHE RE	4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible	Whole School PSHE Christian Living
	3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	Whole School PSHE	4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context	Whole School PSHE Christian Living
	3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different	Whole School PSHE	4.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity	Whole School
	3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships	Whole School PSHE RE	4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the	Whole School PSHE RE

			ability to sincerely ask for and to offer forgiveness	
	3.2.1.5. Courteous in their dealings with friends and strangers	Whole School PSHE	4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	Whole School PSHE
	3.2.1.6. Honest, committed to living truthfully and with integrity	Whole School	4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication	Whole School

	KS3	St Peter's	KS4 and 5	St Peter's
Religious understanding of human relationships: loving others	2 Created to love others			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church	Whole School RE Yr 9 PSHE	4.2.2.1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity	Whole School RE Christian Living
	3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children	Whole School PSHE RE	4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life	Whole School
	3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love	Whole School	4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving	Whole School

	3.2.2.4. How to express love and care for others through acts of charity	Whole School RE	4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes	Whole School RE
	3.2.2.5. How to discuss religious faith and personal beliefs with others	Whole School RE	4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	Whole School RE
	3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness	Whole School RE	4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship	Whole School RE PSHE
			4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion	GCSE RE Christian Living

	KS3	St Peter's	KS4 and 5	St Peter's
Personal Relationships	2 Created to love others			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)	Whole School PSHE RE	4.2.3.1. To evaluate the extent to which their self-confidence and self esteem are affected by the judgments of others	Whole School PSHE Christian Living
	3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.	Whole School PSHE	4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships	Whole School PSHE Christian Living

3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	Whole School Yr 9 PSHE	4.2.3.3. To manage changes in personal relationships including the ending of relationships	Whole School PSHE Christian Living
3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship	Whole School PSHE RE	4.2.3.4. About harassment and how to manage this	Whole School PSHE
3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	Whole School PSHE RE	4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond	Whole School PSHE
3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.	Whole School RE Yr9 PSHE	4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	Whole School PSHE
3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex	RE Yr 9 PSHE	4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, longterm relationships.	RE Christian Living
3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child	PSHE	4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)	Yr 10 PSHE
3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.	PSHE	4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances	RE PSHE
3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life	Yr 9 PSHE	4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	PSHE
3.2.3.11. There is diversity in sexual attraction and developing sexuality,	PSHE		

	including sources of support and reassurance and how to access them			
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	KS3	St Peter's	KS4 and 5	St Peter's
Keeping safe and people who can help me	2 Created to love others			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	People who can help me 3.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	Whole School	Keeping safe 4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond	Whole School
	3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact	Whole School PSHE	4.2.4.2. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' rights, to give, not give or withdraw consent	Whole School PSHE Christian Living
	3.2.4.2. To identify the characteristics of	Whole School	4.2.4.3. The risks and consequences of legal and illegal substance use	Whole School

	unhealthy relationships and where to get help	PSHE	including their ability to make good decisions in relation to sexual relationships	Yr 10 PSHE
	3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'	PSHE	4.2.4.4. To understand the pernicious influence of gender double standards and victim blaming	PSHE
	3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.	PSHE	4.2.4.5. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available.	PSHE
	3.2.4.5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images	Whole School PSHE Computer Science	4.2.4.6. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it	Whole School PSHE Computer Science
	3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	PSHE Computer Science	People who can help me 4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement	Whole School GCSE RE Christian Living
	Keeping safe 3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions	PSHE Science	4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people	Whole School
			4.2.4.9. Where and how to obtain sexual health information, advice and support	PSHE Christian Living
			4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy	PSHE Christian Living

Education in virtue	KS3	St Peter's	KS4 and 5	St Peter's
	3 Created to live in community (local, national and global)			
	<i>In a Catholic school, pupils are growing to be:</i>		<i>In a Catholic school, pupils are growing to be:</i>	
	3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally	Whole School PSHE	4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed	Whole School PSHE Christian Living
	3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally	Whole School	4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life	Whole School PSHE Christian Living
	3.3.2.1. To discuss moral questions in a balanced and well informed way	Whole School PSHE RE Science	4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails	Whole School PSHE Christian Living
	3.3.1.3. Prophetic in their ability to identify injustice	Whole school	4.3.2.1. To debate moral questions in a way which is	Whole School PSHE

	and speak out against it locally, nationally and globally	PSHE RE lessons	well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas	Christian Living
			4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation	Whole School