



St Peter's  
Catholic School



*Faith is our Foundation*

*PSHE including  
Relationships and Sex  
Education (RSE)  
Policy*

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Next review due by: Summer 2023

### **PSHE including Relationships and Sex Education (RSE) Policy 2021**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Personal, Social, Health and Economic education (PSHE) as well as Relationships and Sex education (RSE).

#### **Ethos**

“At St Peter’s Catholic School, we believe that Faith is our Foundation and we live out our mission through the virtues and values of the Catholic Pupil Profile.”

#### **Rationale**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

PSHE is critical to every pupil within St. Peter’s as it helps to educate the whole person. We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationships as it is there that sexuality grows and develops. Following the guidance of the Bishops of England and Wales and as advocated by the 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. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated. All RSE will be 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 teacher dignity, respect and tolerance towards all God’s children. It will also prepare pupils for life in modern Britain.

## Roles and Responsibilities

The PSHE and RSE programme will be led by the PSHE leader. It will be taught by a variety of St. Peter's teachers including RE and Science specialists and form tutors. It will be supported by the governors, senior leadership team, teachers, parents and pupils.

### Governors

- 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 Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

### PSHE (RSE) Co-ordinator

The PSHE (RSE) co-ordinator with the assigned Assistant Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in dissemination of the information relating to RSE and the provision of in-service training. The PSHE (RSE) coordinator, together with the Assistant Headteacher will regularly review policy and update practice as per the needs of the pupils and school.

### All Staff

PSHE and RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff will be included in the development of this policy and all staff should be made aware of the policy and how it relates to them.

### Key Staff

Mrs J Loughran – Governor  
Mrs M Murphy - Headteacher  
Mr A Williams – Senior Leadership Team  
Miss S Hallett – Leader of PSHE and RSE

## Curriculum Design

### What is PSHE?

Personal, Social, Health and Economic education relates to learning about physical, moral and emotional development, understanding the importance of family life as well as of stable and loving relationships, and promoting British values such as tolerance. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and supports young people in developing self-confidence in preparing for physical and emotional changes into adulthood. RSE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens but also the responsibility that this brings.

### What is Relationships and Sex Education?

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.

### 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.

### Our curriculum

At St Peter's Catholic School 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. Relationships Education, Relationships and Sex Education (RSE) and Health Education is a fundamental part of our Personal Development Curriculum and 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 appropriate and constructive way. The curriculum follows three key themes; living in the wider world, relationships and health and wellbeing. These themes have been chosen to demonstrate progress each term and develop of all three aspects throughout the year. The curriculum is reactive though and will be altered in places to meet changing world or local events.

### Guidance from the Catholic Education Service

In order for Catholic RSE to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

### Inclusivity

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. 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. When delivering RSE, all members of staff will abide by all other school policies.

### Equality

Owing to our wider responsibilities 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.

### Differentiation

As far as is appropriate, pupils with special educational needs will follow the same PSHE and RSE education programme as all other students. 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.

### Curriculum Information

Please see Appendix One for the current PSHE curriculum.

## Safe and effective practice

### Safe learning environment

We will ensure a safe learning environment by teachers and pupils collaboratively working on a set of ground rules at the start of the year. These are regularly revisited to ensure all lessons are safe and comfortable for both pupils and teachers. Teachers and pupils will agree ground rules through mutual discussion and with consideration of the content taught. Pupils will never be asked to share personal experiences. Pupils will have the opportunity to submit anonymous questions when appropriately on topics systematically throughout the year.

### Sensitive and controversial 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. 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.

### 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.

### Outside speakers

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme led by our teachers and never substitute or replace teacher led sessions. External speakers are clear about their role and responsibility whilst they are in school delivering a session. All speakers must adhere to our policies.

### Monitoring, reporting and evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / feedback sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation will be made available to these groups of interested parties at their request and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## Safeguarding

St. Peter's pride itself on its exemplary safeguarding protocols.

### Teaching staff

All teachers at St. Peter's receive regular and thorough safeguarding training. This is delivered by both internal 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. Lesson with content that may be difficult all include signposting to support at the end of every lesson.

### 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 contacts page detailing outside support agencies which is updated yearly.

## Engaging stakeholders

### Working with parents and carers

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. We are committed to working with parents and carers by involving them in the shaping of the curriculum. Parent voice has been used to identify areas where pupils need further education. Parent voice has also been used to identify any need for further parent 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 PSHE and RSE policy. Staff have participated in multiple staff voice to reflect on the needs of the students, the key areas of PSHE curriculum and the best received methods of delivery. The pastoral team have worked closely with the PSHE lead to ensure the needs of all students are being met. The school nurse has also been involved in the devising PSHE provision.

### Right to withdraw

From September 2020 parents will 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 the relevant PSHE Lead and 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 no parental right to withdraw from any other aspect of PSHE, including relationships education. Likewise, Relationships Education, RSE and Health Education is complemented by the following national curriculum subjects: PE, RE, computing and science 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.

### RSE policy review date

This policy will be reviewed in the Summer Term of 2023. It will be reviewed by the leader of 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.