

## 2.12 SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

*'Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God?' 1 Cor 6:19*

### Statement of intent

At Leweston, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. As a Catholic school our SRE is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- This policy operates in conjunction with the following school policies:
  - Behavioural Policy
  - Inclusion Policy
  - SEND Policy
  - Online Safety Policy
  - Equal Opportunities Policy
  - Equality, Equity, Diversity and Inclusion Policy
  - Anti-Bullying Policy
  - Child Protection and Safeguarding Policy
  - Peer-on-peer Abuse Policy

- Student Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Technology Acceptable Terms of Use Agreement

## Roles and responsibilities

The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with Individual Needs.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the religious ethos of the school.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headmaster John Paget-Tomlinson is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSE and health education subject leader Liz Littlechild is responsible for:

- Overseeing the delivery of RSE and health education.

- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSE and health education.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO to identify and respond to individual needs of students with Individual Needs. Liaising with the RSE and health education subject leader on key topics, resources and support for individual students.
- Monitoring student progress in RSE and health education within the lesson.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

## Organisation of the RSE and health education curriculum

For the purpose of this policy:

“Relationships and sex education” is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

“Health education” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE curriculum is primarily based on the model Catholic Secondary RSE curriculum set down by the **Catholic Education Service**

[file:///N:/Downloads/A%20model%20Secondary%20Catholic%20RSE%20curriculum%202019%20\(1\).pdf](file:///N:/Downloads/A%20model%20Secondary%20Catholic%20RSE%20curriculum%202019%20(1).pdf)

The RSE and health education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE and health education curriculum will be delivered through PSHRE education, with statutory elements taught via the science curriculum. The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

## RSE subject overview

RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section. This will be delivered within the PSHRE Programme of Study.

### Families

By the end of secondary school, students will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- Students will also know how to:
  - Determine whether other children, adults or sources of information are trustworthy.
  - Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
  - Seek help or advice if needed, including reporting concerns about others.

### Respectful relationships, including friendships

By the end of secondary school, students will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.

- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

By the end of secondary school, students will know:

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

### **Being safe**

By the end of secondary school, students will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

### **Intimate and sexual relationships, including sexual health**

By the end of secondary school, students will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.



- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section. This will be delivered within the PSHRE Programme of Study.

#### **Mental wellbeing**

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

#### **Internet safety and harms**

By the end of secondary school, students will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

#### **Physical health and fitness**

By the end of secondary school, students will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

### Healthy eating

By the end of secondary school, students will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### Drugs, alcohol and tobacco

By the end of secondary school, students will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### Health and prevention

By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### Basic first aid

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

### Changing adolescent body

By the end of secondary school, students will know:



- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

## Delivery of the curriculum

Through effective organisation and delivery of the RSE and health education, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.

Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE and health education curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy same-sex relationships.

The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any Individual Needs, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

### Curriculum links

The school will seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning. RSE and health education will be linked to the following subjects:

- **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **RS** – student cover relationships, marriage and family life as part of the GCSE course. This looks at the issues from both Catholic and contrasting viewpoints.
- **PSHRE** – students learn about respect and difference, values and characteristics of individuals.

### Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

- When in consultation with parents, the school will provide:
- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.

Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education. Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE and health education, they will submit these via email to [littlechild1@leweston.dorset.sch.uk](mailto:littlechild1@leweston.dorset.sch.uk)

### Working with external agencies

Working with external agencies will be used to enhance our delivery of RSE and health education and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

### Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the student turns 16. After this point, if the student wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the student with RSE.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student with Individual Needs, the headteacher will take the students' specific needs into account when making their decision.

### Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

The school will be aware that students with Individual Needs are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their Individual Needs – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with Individual Needs.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Harmful Sexual Behaviour Policy.

### Safeguarding and confidentiality

All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Confidentiality within the classroom will be an important component of RSE and health education, and teachers will be expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Student Confidentiality Policy.

Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

### Assessment

The school will have the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities.

Teaching will be assessed and assessments used to identify where students need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress in the following ways:

- Questionnaires
- Quizzes
- Self-evaluations

## Staff training

Training will be provided by the RSE and health education subject leader to the relevant members of staff on a regularly basis to ensure they are up-to-date with the RSE and health education curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## Monitoring and review

The RSE and health education subject leader, overseen by the DSL, will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations (SLT)
- Topic feedback forms
- Learning walks (SLT)
- Lesson planning scrutiny

The RSE and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the DSL to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the DSL in conjunction with the RSE and health education subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Deputy Head. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

Author: Deputy Head Pastoral

Last Review: June 2022

Next Review: June 2023

## 2.12 PREP SCHOOL POLICY FOR RELATIONSHIP AND SEX EDUCATION ('RSE').

### Rationale

From September 2020, Relationship and Sex Education became statutory in all Secondary Schools in England and Relationship Education became statutory in all Primary Schools in England. This policy takes into account the Relationships Education and Health Education guidance issued by the DfEE in 2019 and the Equality Act 2010 (as it applies to relationships).

The Secretary of State forwards the DfE guidance with the following: 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' At Leweston we recognise this as being a vital part of our pupils' education.

The DfE guidance defines RE 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 about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding."

We teach those aspects of RE which are statutory parts of the National Curriculum for Science. However, the reasons for our inclusion of RE go further. Our approach to RE is rooted in the Catholic Church's teaching of the human person. We believe in the unique dignity of the human person made in the image and likeness of God, which underpins the approach to all education in a Catholic school.

We are committed to the education of the whole child; spiritually, physically, intellectually, morally, socially, culturally and emotionally and therefore we believe that RE is an integral part of this education. From Nursery to Sixth Form Leweston shares an educational approach that helps our pupils develop an attitude to learning they can apply across the curriculum as well as in the wider world, this is the Leweston Learner approach. We teach them to be resilient, creative, inquisitive, adventurous and confident. This approach links directly with the requirements of RE meaning that our pupils; learn how to speak with confidence whilst listening to the arguments of others, are able to work with others in a collaborative way adapting as the need arises, can support others in difficult situations whilst being aware of their own self and well-being.

We recognise that the prime responsibility for RE must rest with the parents and any teaching in school will be with support of the parents.

### Aims and Objectives

**To develop the following attitudes and virtues:**

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

**To develop the following personal and social skills:**

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships
- free from exploitation, abuse and bullying;
- managing emotions within relationships, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, developing the ability to
- assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and
- personal integrity.

**To know and understand:**

- the Church's teaching on relationships;
- the Church's teaching on marriage and the importance of marriage and family life;
- the physical and psychological changes that accompany puberty;
- about the human reproductive systems.

## Implementation

Following the guidance of the Bishops of England and Wales and supported by the DFE, RE will not be taught as a separate subject but will be delivered across the curriculum and 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. With the emphasis on the importance of marriage and family life, all RE should encompass moral, spiritual and church teachings within the requirements of the National Curriculum according to the age and needs of the children at this school.

In the Prep school we follow the Kitemarked 1 Decision Scheme of Work for PHSRE which is directly mapped against the new statutory framework. The scheme is designed to be fully adaptable; we encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. This policy should be read in conjunction with the SEND policy. Through this aspect of our curriculum we aim to explore different attitudes, values and





social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

Cross-curricular Links:

Relationship Education is not taught in isolation because we recognise that Relationships Education complements existing national curriculum subjects and our whole school approaches to health and wellbeing. Therefore, the curriculum content may also be viewed in Science, Religious Studies, History, PE, Geography, Languages, Forest School, Music, Performing Arts, Art and Design, English and Maths (outlined in the document entitled "RE Cross-curricular links"). Through teaching these elements across the curriculum we hope to fully embed this life-long learning about physical, moral and emotional development.

### How Relationships Education is monitored:

Mrs Elizabeth Winter, PSHE lead, is responsible for the monitoring of the Relationships Education.

The monitoring schedule may be found in the subject lead folder on the staff drive. The subject will be reviewed annually.

The monitoring will be undertaken through lesson observations, book scrutiny, pupil voice, parental feedback and staff feedback. There is a comprehensive assessment programme built into the 1Decision scheme. Baseline assessments take place at the beginning of the 5-8 programme and the 8-11 programme and then there are summative assessments that place at the end of each of these. Pupil self-assessment tasks take place regularly and these are monitored carefully by the teacher.

This policy was created by Elizabeth Winter (Prep Deputy Head) taking in to account the RE parent consultation, staff and pupil feedback.

Author: Prep Head/Prep Deputy Head

Last Review: August 2021

Next Review: