



# ST. THOMAS MORE HIGH SCHOOL

## **Relationships and Sex Education Policy**

|                           |              |
|---------------------------|--------------|
| <b>Approved by</b>        | <b>Date:</b> |
| Local Governing Committee | July 2026    |

Mr Daniel Cauchi

Chair of the Local Governing Committee

### **The School's Mission Statement**

**To inspire, To learn, To achieve,**

**To keep our Catholic ethos at the centre of our lives,**

**To fulfil our educational potential, welcoming all and reaching out to  
the wider world,**

**To truly be God's servant first.**

## *From Amoris Laetitia – The Joy of Love*

Jesus, Mary and Joseph,  
in you we contemplate the splendour of true love;  
to you we turn with trust.

Holy Family of Nazareth,  
grant that our families too  
may be places of communion and prayer,  
authentic schools of the Gospel  
and small domestic churches

Holy Family of Nazareth,  
May families never again experience  
Violence, rejection and division;  
May all who have been hurt or scandalised  
Find ready comfort and healing.

Holy Family of Nazareth,  
Make us once more mindful  
Of the sacredness and inviolability of the family,  
And its beauty in God's plan.

AMEN



## SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and their parents, and, where appropriate, Academy Trustees, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

A six-week period of initial consultation took place from 22<sup>nd</sup> April 2026 to 12<sup>th</sup> June 2026. The policy was sent by email to all staff, all parents/carers and all pupils.

The school gathered the views of teachers, pupils and parents in the following ways:

- **Questionnaires** – Staff, parents/carers and pupils have been encouraged to submit their feedback, thoughts or suggestions through Microsoft teams.
- **Meetings** – A drop-in session was arranged for the 22<sup>nd</sup> April 2026 and further 'Parent Forum' sessions (which are a monthly occurrence) were available for parents/carers to give their feedback.
- **Letters/emails** – Letters were sent to parents/carers informing them about the consultation, about the drop-in session that was arranged specifically for the RSE consultation and advised parents/carers to drop into the regular 'Parent Forum' sessions to give their feedback.
- **Phone calls** – Finally, if any member of staff or parent/carer wished to speak directly then they were asked to email the RSHE subject leader directly who would arrange a phone call with them.

A summary of the consultation has been shared with school governors before being published to staff, parents/carers and pupils – details will also be placed on the school website.

### **Implementation and Review of Policy**

This policy is due to be reviewed every 2 years by the Headteacher, RSE Co-ordinator, the Governing Body and the staff.

The policy was sent out for further review from the 22<sup>nd</sup> June 2026 until the 3<sup>rd</sup> July 2026.

The school gathered the views of teachers, pupils and parents in the following ways:

- **Questionnaires** – Staff, parents/carers and pupils have been encouraged to submit their feedback, thoughts or suggestions through Microsoft teams.
- **Email** – A dedicated email address was established to submit feedback, thoughts or suggestions and also via Microsoft Forms.
- **Meetings** – A drop-in session was arranged for the 22<sup>nd</sup> April 2026 and further 'Parent Forum' sessions (which are a monthly occurrence) were available for parents/carers to give their feedback.
- **Phone calls** – Finally, if any member of staff or parent/carer wished to speak directly then they were asked to email the RSHE subject leader directly who would arrange a phone call with them.

### **Dissemination**

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

## DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”. High quality RSE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”<sup>1</sup>. 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. In primary schools the focus should be on “teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.”<sup>2</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.”<sup>3</sup>

## STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. (This does not currently apply to academies).

However, the reasons for our inclusion of RSE go further.

## RATIONALE

### **‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)**

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 relationship as it is there that sexuality grows and develops.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) 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. It will also prepare pupils for life in modern Britain.

## VALUES AND VIRTUES

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

## AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>4</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### 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 – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of 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 which have integrity, and which are respectful of the individual's commitments;

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<sup>4</sup> *Gravissimum Educationis* 1

- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, 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, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by 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 and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

**Outcomes**

**INCLUSION AND ADAPTIVE TEACHING AND LEARNING**

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 and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

## EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and 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.

## BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

## PROGRAMME / RESOURCES

St Thomas More High School will be following the “Life to the Full” programme by TenTen. “Life to the Full” for secondary schools is a fully resourced programme of study which fulfils the statutory curriculum in RSE for Catholic schools. This scheme of work is based on the Model Catholic RSE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education. The Life to the Full programme fulfils the statutory curriculum for Catholic secondary schools (it has been updated to reflect the changes in 2026).

**Ten:Ten**  
Resources

**LIFE**  
TO THE  
Full

The programme consists of two parts:

| <b>Life to the Full Scheme of Work:</b> | <b>Cinema in Education:</b>    |
|-----------------------------------------|--------------------------------|
| 5 programmes of study                   | 5 Programmes of Study          |
| 8 themes across each year group         | Each containing 3 lessons each |
| For KS3 and KS4                         | For KS3 and KS4                |

## Life to the Full Scheme of Work

The “Life to the Full” scheme of work adopts a spiral curriculum, returning to the same themes and topics at an age-appropriate level throughout Years 7 to 11. The structure of the programme is based on the model Catholic RSE curriculum provided by the Catholic Education Service. Each module includes: - 1 theme for RE (taught by the RE department) - 7 subsequent themes for Personal Development (Yrs7-11) (taught by the Personal Development department). The themes within each module across all year groups are as follows:

| All                     | Created and Loved by God              |                      |             | Created to Love Others |                  | Created to Live in Community |               |
|-------------------------|---------------------------------------|----------------------|-------------|------------------------|------------------|------------------------------|---------------|
| <i>Taught in RE</i>     | <i>Taught in Personal Development</i> |                      |             |                        |                  |                              |               |
| Religious Understanding | Me, My Body, My Dignity               | Wellbeing and Health | Life Cycles | Personal Relationships | Online Awareness | Living in the Wider World    | Safe and well |

The following table gives an overview of the programme of study for Year 7 to 11. Please note that this is given here as an overview of the curriculum plan only. Further details can be sought from the school on request. Appendix II to this policy provides further information for parents about the RSE programme of study and resources we are using at St Thomas More High School.

| THEM | Year 7                                              | Year 8                                  | Year 9                                                       | Year 10                               | Year 11                                                             |
|------|-----------------------------------------------------|-----------------------------------------|--------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------|
| 1    | Who am I?                                           | Created and Chosen                      | The search for love                                          | Authentic Freedom                     | Self-worth                                                          |
| 2    | Changing Bodies                                     | Appreciating differences                | Love people, use things                                      | Self-Image                            | Alcohol, drugs and dependency                                       |
| 3    | a) Healthy inside & out<br>b) Keeping well (part 1) | a) Feelings<br>b) Keeping well (part 2) | a) In control of my choices<br>b) Drug and smoking awareness | Beliefs, values, attitudes            | a) Mental Wellbeing<br>b) Eating Disorders<br>c) Health and Fitness |
| 4    | Where we come from                                  | Before I was born                       | Fertility and contraception                                  | Parenthood                            | Family Planning and Fertility                                       |
| 5    | Family and Friends                                  | Tough relationships                     | a) Commitment and Marriage<br>b) Understanding Consent       | a) Pregnancy and abortion<br>b) Abuse | a) Sexual Health<br>b) Pornography<br>c) Coercive Control           |
| 6    | My life on screen                                   | Think before you share                  | Safe and Smart Online                                        | Online influences                     |                                                                     |
| 7    | Living Responsibly                                  | Wider world                             | Human rights and wrongs                                      | Solidarity                            |                                                                     |
| 8    | Basic First Aid (Part 1)                            | Basic First Aid (Part 2)                | a) Out and about<br>b) Lifesaving skills                     | Out in Public                         |                                                                     |



## Cinema-in-Education sessions

| Each session fits into a 1-hour lesson. "Film and Discussion" sessions are designed to work with whole year groups or half-year groups. They include prayer and reflection, so will be led by members of staff confident leading this aspect of the work. |                          |                       |                                      |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|--------------------------------------|------------------------|
| Year 7                                                                                                                                                                                                                                                    | Year 8                   | Year 9                | Year 10                              | Year 11                |
| Facts of Life                                                                                                                                                                                                                                             | The trouble with Max     | Love, Honour, Cherish | Babies                               | Truth and Lies         |
| Seeking and offering support                                                                                                                                                                                                                              | Trust the truth          | The gift of sex       | Responding to an unplanned pregnancy | Truth or Lies (part 1) |
| Looking in the mirror                                                                                                                                                                                                                                     | Trust the truth (part 2) | The gift of self      | Safe sex or save sex?                | Truth or lies (part 2) |

## Core RE in the Sixth Form

The school has developed a Relationships and Sex Education provision for the sixth form which is in line with Catholic Church teaching but is appropriate to our own charism, context and cohort. Below are **highlighted areas of the Core RE programme which cover RSE**. The full Core RE curriculum plan can be found on the school website.

| Year 12                                                                                                                                                   | Year 13                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Where am I?<br>Catholic Social Teaching<br>Social Action<br>Faith into Action<br><b>Do I live an ethical life?</b><br>World Religions and their responses | STM Virtues<br>Catholic Social Teaching<br><b>Sexual Ethics</b><br><b>Do I live an ethical life?</b><br>Power of Prayer, meditation, mindfulness and yoga |

## ASSESSMENT IN RSE

Assessment is the process by which an individual pupil's achievements are measured against the lesson objectives. Assessment plays a key role in effective RSE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils.

**Assessment for learning**, for example using a baseline assessment to find out what is already known and to identify learning needs, and formative assessment to assess progress against agreed learning outcomes and to identify the next teaching steps (using an active learning cycle model).

**Assessment of learning**, for example using summative assessment to ascertain whether the learner has achieved the desired learning outcomes. Assessment in RSE involves knowledge and understanding but also skills development and the ability to explore values and attitudes. The OfSTED report Relationships and Sex (2002)<sup>5</sup>

<sup>5</sup> <https://dera.ioe.ac.uk/id/eprint/11549/1/Sex%20and%20relationships%20education%20in%20schools%20%28PDF%20format%29.pdf>

recommended that schools use a wide variety of evidence recognising that RSE contributes to pupils' moral and emotional development and to their personal skills.

Examples of assessment opportunities include:

- giving a talk or presentation
- demonstrating skills through role play or simulation
- devising a quiz or board game or resource for younger pupils
- preparing a display, video or website.

Pupil profiles and records of achievement can also provide a summative picture about pupil development in Personal Development and RSE. Progress reports to parents will include attitude to learning in Personal Development (and as such RSE) as part of the form time curriculum.

## PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## BALANCED CURRICULUM

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies 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.

## **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the specific relationships and sex education programme resides with.....(the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE).

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' <sup>6</sup>.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### **Governors**

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that the policy meets statutory requirements;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **Head teacher**

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

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<sup>6</sup> CES Checklist for External Speakers to Schools, 2016

### **RSE Co-Ordinator**

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. They will be supported by the Designated Safeguarding Lead who has responsibility for child protection.

### **All Staff**

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 have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

## **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

## **MONITORING 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 / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties 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.

## **Appendix I – Further Reading**

Paul VI (1968). Humanae Vitae: Encyclical Letter of His Holiness Paul VI on the regulation of birth, 25 July 1968.

[http://www.vatican.va/content/paul-vi/en/encyclicals/documents/hf\\_pvi\\_enc\\_25071968\\_humanae-vitae.html](http://www.vatican.va/content/paul-vi/en/encyclicals/documents/hf_pvi_enc_25071968_humanae-vitae.html)

John Paul II (2006) [1986]. Man and Woman He Created Them: A Theology of the Body. Boston, MA: Pauline Books & Media.

Catechism of the Catholic Church - Revised (2012). Continuum; Rev Ed edition

Amoris Laetitia (2016) is a post-Synodal apostolic exhortation by Pope Francis on the Joy of Love. [https://w2.vatican.va/content/dam/francesco/pdf/apost\\_exhortations/documents/papafrancesco\\_esortazione-ap\\_20160319\\_amoris-laetitia\\_en.pdf](https://w2.vatican.va/content/dam/francesco/pdf/apost_exhortations/documents/papafrancesco_esortazione-ap_20160319_amoris-laetitia_en.pdf)

(Summary and commentary available from <https://amoris.ie/amoris-laetitia/> )

Learning to Love (2017) A document from the Department of Education and Formation. An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators. <https://www.catholiceducation.org.uk/images/Learning2love.pdf>

Relationships education, relationships and sex education (RSE) and health education (July 2019): statutory guidance from the Department for Education (DfE) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education>

## **Appendix II – Online Parent Portal with links to Schemes of Work**

Online Parent Portal As part of our subscription to “Life to the Full”, all parents will be able to access the Online Parent Portal with the following login credentials:

**Username** opp-stm-ss

**Password** rse-parent-yellow

**Parent Portal URL** <https://www.tentenresources.co.uk/online-parent-portal-secondary/>

## APPENDIX III – Governor Monitoring of RSE



### A GOVERNOR AUDIT FOR MONITORING RSE

This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

| Criteria                                                                                                                                                                                                          | Fully | Partly | Not Evidenced |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------------|
| The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure that the needs of the children and young people are being met. |       |        |               |
| The policy has been ratified by the full governing body.                                                                                                                                                          |       |        |               |
| The policy is in accordance with Catholic teaching and consistent with the Catholic mission and ethos of the school.                                                                                              |       |        |               |
| The policy meets statutory requirements.                                                                                                                                                                          |       |        |               |
| The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.                                 |       |        |               |
| Findings from any review and monitoring processes are written into the school's development plan.                                                                                                                 |       |        |               |
| There is a statement included in the school's prospectus regarding the school's approach to RSE.                                                                                                                  |       |        |               |
| Details of the RSE curriculum are published on the school's web site.                                                                                                                                             |       |        |               |
| There is a designated senior member of staff (or team) responsible for RSE in the school with an agreed description of their role and responsibilities in relation to RSE.                                        |       |        |               |
| There is a designated governor to monitor RSE.                                                                                                                                                                    |       |        |               |

| Governors are aware of how RSE is taught across the school and of the reasons for the choice of resources used.                                                                                                                                                                                |       |        |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------------|
| Criteria                                                                                                                                                                                                                                                                                       | Fully | Partly | Not Evidenced |
| A range of appropriate RSE resources are used to meet the needs of all pupils.                                                                                                                                                                                                                 |       |        |               |
| Clear, developmental schemes of work identify the elements of RSE taught across subjects and show how the requirements of RSE within PSHE and the National Curriculum are covered.                                                                                                             |       |        |               |
| Parents/carers are regularly made aware of how RSE is taught throughout the school.                                                                                                                                                                                                            |       |        |               |
| Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.                                                                                                                             |       |        |               |
| The school is supporting parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home                                                                                                                                                                          |       |        |               |
| The policy has been disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents.                                                                                         |       |        |               |
| All staff understand their role in the delivery of RSE.                                                                                                                                                                                                                                        |       |        |               |
| Staff training needs are audited to help determine the programme of CPD for RSE.                                                                                                                                                                                                               |       |        |               |
| The policy takes into account issues related to equal opportunities.                                                                                                                                                                                                                           |       |        |               |
| There is a confidentiality clause in the RSE policy, developed in consultation with parents/carers, young people and governors. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe. |       |        |               |



**Next steps:**

**Completed by:**

**Date:**

