Stuart Bathurst Catholic High School 2026 - 2027

Relationship and Sex Education Policy

'I have come that you might have life and have it to the full.' John 10:10

Mission Statement

'To bear witness to the Gospel values and act always with a steadfast determination to do and be of our best'

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships and Sex Education (RSE) is an integral part of this education. Furthermore, our college 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.

" ... Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities.... they should receive a positive and prudent education in matters of sex ... and young people have the right to be stimulated to make sound moral judgments based on a well-informed conscience and to put them into practice with a sense of personal commitment ..."
(Second Vatican Council, Gravissimum Educationis, 1965, GE3)

The Governors of Stuart Bathurst Catholic High School acknowledge the recent Government DFEs Circulars on Relationships and Sex Education (RSE) 2020 and the statutory provisions demanded:

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship…Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time."

In this policy the Governors and teachers, in partnership with students and their parents/carers, 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 to provide children and young people with a "positive and prudent sexual education" (*Gravissimum Educationis)* which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Monitoring and Review
The Assistant Principal and DSL (Designated Safeguarding Lead) will monitor and evaluate the Relationship and Sex Education Policy.

Policy Statement:
Implementation and Review of Policy Implementation of the policy will take place after consultation with the Governors in the summer term 2024. This policy will be reviewed every 2 years by the Assistant Principal, the Governing Body and Staff. The next review date is September 2025.

Dissemination
The policy will be available on the school website for all members of the Governing Body and all teaching and non-teaching members of staff.

DEFINING RELATIONSHIP AND SEX EDUCATION
The Department for Education (DFE) guidance defines RSE (Relationship and Sex Education) 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". It is about the development of the student'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"

RATIONALE
Stuart Bathurst Catholic High School is involved in relationships and sex education precisely because of our Christianbeliefs about God and about the human person. The belief in the unique dignity of the human person made inthe 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.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, 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 students. 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 Catholic 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 and support will be provided to help students deal with different sets of values.

VALUES, VIRTUES AND OBJECTIVES
Our programme focuses on 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 witha 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.

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;
- 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;
- 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 DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual students in respect to students' different abilities, levels of maturity and personal circumstances; e.g. their own sexual orientation, faith or culture and is taught in a way that does not subject students to discrimination. Lessons will also help students 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.

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 students, 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

RSE is a continuing, developmental process which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

RSE provides knowledge and encourages the acquisition of skills and attitudes which allow students to manage their lives in a healthy and responsible way. Values such as loyalty, fidelity, unselfishness and the need for self-restraint permeate our whole programme of education in human relationships. Within this, theScience Department will have responsibility for teaching the physical facts of sexuality in a moral framework.We also envisage the work of the Religious Education as assisting and complementing the work of parents and staff in this special area of establishing values and attitudes fit for life created in the image of God.

Programme/Resources

1. To supplement the teaching of RSE at Stuart Bathurst we will be adopting 'Life to the Full' by Ten Ten Resources and an overview can be found in the Appendices – (See Appendix 2. 'One Page Overview.')
2. Bespoke PSHE resources which may also be used supplement the teaching of RSHE.

RSE will be delivered through:

- PSHE lessons
- SAINT Form time activities
- RE Curriculum
- Science Curriculum
- Collective Worship & Daily Reflections

ASSESSMENT

The effectiveness of RSE will be measured through:

- Pupil/Staff/Parent Voice
- Arbor behavioural analysis
- PSHE books/documents
- Ofsted/S8 & CSI Visits & Reports.

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 carersin educating their children. Therefore, the college 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 have the right to withdraw their children from RSE 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 Executive Headteacher, Mr May. The school will provide support by providing material for parents to help the children with their learning.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (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 viewpointsis not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that students 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 lays with the Assistant Principal responsible for the Personal Development, RE department,Science Department, DSL and pastoral staff.

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

External Visitors

Our college 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 'Protocol for Visitors to Catholic Schools'.

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

Ensure that the policy is available to parents on the School website

- 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 parents know of their right to withdraw their children;
- The Safeguarding Governor will be involved in the monitoring and evaluation of the programme.
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within RE and PSHE.

Headteacher

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

Assistant Principal/PSHE Co-ordinator

These co-ordinators with the Headteacher have a general responsibility for supporting other members of staff inthe 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.

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 students. 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

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

Students with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

CHILDREN'S QUESTIONS

The Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students 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 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 students, will help to create a supportive climate for discussion.

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 students and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim ofor is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff (DSL) responsible.

CONFIDENTIALITY AND ADVICE

All Governors, all teachers, all support staff, all parents/carers and all students 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 students 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.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students 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 circumstance they would have to inform others, e.g., parents/carers, Principal, but that the students would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The Assistant Head Teacher responsible for the quality of care and guidance, PSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, programmes of study and samples of students workat regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to students, and / or by discussion with students, staff and parents. The resultsof 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.

Other Supporting Policies and Documentation

The Mission Statement, RSE programmes of study- "Live life to the full", Diocesan Guidelines from the Catholic Church, Safeguarding Policies and Procedures, PSHE, Healthy College Policy,Equal Opportunities. Behaviour (staff and student) Looked after Children, Sexual harassment and Sexual Violence.

Complaints Procedure

Any complaint about the Relationships and Sex Education policy must be made in writing to the Head Teacher ofthe school. The Head Teacher will refer the complaint to the Governors.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at the School, you can ask that they are withdrawn. The Principal will consider this request and discuss it with you and will grant this in all but exceptional circumstances., up until three school terms until your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the college will arrange for your child receive this teaching in one of those terms (unless there are exceptional circumstances).

Appendix 1: consultation Letter to parents: Consultation will take place again in September 2024

Dear Parent/Carer,

Relationships, Sex and Health Education has become statutory in all secondary schools in England. This new subject will build on the non-statutory lessons we have previously taught in RSHE.

As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the 'first educators' of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

We have been researching various programmes that are available and have decided to adopt Life to the Full by Ten-Ten Resources. Ten-Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work.

Life to the Full has been approved by our diocese. Furthermore, Ten-Ten have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the new statutory curriculum. Therefore, we are confident that this programme is a very good fit for our school.

Through their programme, Ten-Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

We would like to have your feedback on our approach. To this end, we have opened a consultation period during which we welcome your feedback.

Ten-Ten have provided an online Parent Consultation Tool. This is a simple-to-follow, short online course which:

- Outlines the statutory changes that will take place.
- Articulates a vision for Catholic Relationships and Health Education.
- Explains how Life to the Full aims to help us fulfil the statutory curriculum with a Catholic ethos.
- Provides some information about key decisions we need to make, in consultation with parents.
- Answers some Frequently Asked Questions.

Ten-Ten have also provided an Online Parent Portal which will be a tool we can use throughout the year to keep you informed and updated about the work we are doing in school.

To take part in the consultation, please do the following:

- Access the Parent Consultation Tool here: www.tentenresources.co.uk/parent-portal
- You will need the following login credentials for our school:
  Username:
  Password:
- Undertake the Parent Consultation course provided.
- Complete the parental questionnaire using the link below: https://forms.office.com/Pages/ResponsePage.aspx?id=yWxACdR-BEevy-zUu4JHInqonhJXa31OspLq4MDg1DJUODMyVkNNWFAwSjgwSVpKMkZXSERZVzhWSC4u

- Send us your feedback by Friday 19th September by completing the questionnaire.

If you have any additional questions, comments or views you would like to share with us please submit these on the parental questionnaire or email directly at rshe@stuart-bathurst.org.uk

Appendix 2: Parental consultation survey:
This will be sent out again in September 2024
Parent Consultation Survey Questions:

Name of parent(s)/carer	
Name of child(ren)	

Select an answer for each of the following questions. If you have any further comments to add, use the comment box beneath each question.

After reading the information in the Parent Consultation Tool about the content of 'Life to the Full':				
I understand what my child will be taught and when.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I am comfortable with the Catholic ethos of the programme.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I trust my school's judgment in delivering this programme.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I feel that my child will need additional support in understanding some of this content.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I understand and accept that my role is as the 'first educator' of my child on matters related to teaching human sexuality.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

I would value further support from school about how to talk to my child about sensitive issues.
Strongly agree Agree Undecided Disagree Strongly disagree
In the box below, write any further comments or queries that you have:
COMMENT BOX

Appendix 3: Curriculum outline: Live Life to the full programme:

Ten:Ten Resources | LIFE TO THE Full

One-Page Overview - LTTF Secondary

	RE, PSHE or Tutor Time							Whole Year
Sessions per programme	**Session 1** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 2** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 3** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 4** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 5** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 6** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 7** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Cinema** Whole or half-year groups
Main Themes	**All**	**Created and Loved by God**			**Created to Love Others**		**Created to Live in Community**	**All**
Sub-themes	**Religious Understanding**	**Me, My Body, My Health**	**Emotional Well-Being**	**Life Cycles**	**Personal Relationships**	**Keeping Safe**	**Living in the Wider World**	**Cinema-in-Education**
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	KnowingMy Rights and Responsibilities	Love, Honour, Cherish
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, & Attitudes	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies
Year 11 Available Sep 2021	Self-worth	Addiction	Eating Disorders	Fertility	Pornography	STIs	Coercive Control	Truth & Lies