



*Saint Joseph's*  
CATHOLIC SCHOOL

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# **Relationships, Sex and Health Education Policy**

Version 2.0, January 2023

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY

## Success Criteria:

### **Introduction:**

From September 2020, the government has made Relationships, Sex and Health Education compulsory in all maintained secondary schools, building on the provision that exists already. This policy aims to clarify what we will be teaching, when and why. St Joseph's takes its responsibility to provide relevant, effective, and responsible relationship, sex and health education (RSHE) to all of its pupils as part of the school RE programme very seriously: and this will also complement the personal, social, health and economic education (PSHEE) curriculum. The school wants parents and pupils to feel reassured that RSHE will be delivered at a level appropriate to both the age and development of pupils and feel confident to voice opinions relating to the relationships and sex education provision.

In this policy we set out our rationale for and approach to RSHE in the school. It is designed to support the efficacious development and delivery of the updated curriculum within our specific Catholic context and is in line with the Clifton Diocese Guidance for Education in Relationships and Sex Education in Schools.

### **Aim:**

Our Vision Statement commits us to the education of the whole child, and we believe that Relationships and Sex Education is an integral part of this education. RSHE is about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to understand and control feelings that come with being in a relationship.

It is also about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. RSHE will continue to outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society. We take our responsibility to inclusivity seriously and the resources we use recognise the importance of supporting all members of our community. Every person has an inherent dignity because we are made in God's own image and likeness, and our curriculum ensures all learners understand this.

The school would like to emphasise that by providing comprehensive RSHE we are not encouraging pupils to become sexually active at a young age. On the contrary, the aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make responsible choices and informed decisions as they grow up.

Through the provision outlined in the appendix to this policy we also aim to build upon pupils' self-esteem and confidence, supporting them to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers, or what they see in the media. We will teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. The RSHE taught at St Joseph's will complement both the RE and PSHE curriculum.

We want our pupils to lead healthy and safe lifestyles, and to teach them to care for and respect their bodies, which are not to be treated as objects, and to provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after. RSE will be taught within RE as preferred by the diocese, whereas most aspects of health education will take place in PSHE.

### **Monitoring Procedures:**

This policy will be available to all governors, staff, parents and carers via the website in draft and will be approved by the governors after a period of consultation with our community.

The policy will be reviewed annually by the Governing Body, the Head teacher, Head of RE, Co-ordinator of PSHEE and staff.

The effectiveness of our provision of RSHE within RE will be monitored through classroom observation, work scrutinies, and departmental curriculum reviews. The policy will be reviewed annually, and we will update the curriculum and policy as appropriate.

<b>By Whom:</b> Head teacher and the Pastoral Governors Committee	<b>When:</b> Annually	<b>How:</b> Reports to the Pastoral and Ethos Committee annually SLT and the Pastoral Committee to review Policy
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### Revision History:

<u>Version</u>	<u>Approved and Ratified</u>	<u>Review Date</u>	<u>Additional Notes</u>
2.0	January 2023	January 2025	Policy update, Jan 2023
1.0	June 2021	June 2023	New policy

### Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth, and justice. We want each pupil to be healthy in mind, body, and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

**National Policies and guidance/courses referred to and incorporated into SJCS Policy:**

<b>Document/Course Title:</b>	<b>Document/Course Date:</b>
Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance – Department for Education 2019	2019
Keeping Children Safe in Education for schools and colleges – Department for Education 2019	2019
Equality Act 2010 and schools	2010
SEND code of practice: 0 to 25 years (statutory guidance)	2014

**Other SJCS Policies that relate to this Policy:**

Curriculum Policy
Safeguarding Child Protection Policy
CEAIG and PSHE Policy
SEN Policy
Teaching Learning and Assessment Policy

## Objectives

### The Objectives of the RSHE curriculum at St Joseph's are:

#### 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 .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 marriage and the importance of marriage and family life.;
- the Church's teaching on relationships and the nature and meaning of sexual love.;
- 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.

## Inclusion and Differentiated Learning

We understand that it is important that RSHE 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. It is important that RSHE is taught in a way that does not subject pupils to discrimination of any kind. Lessons will be taught as part of the RE curriculum in class. The lessons can be differentiated appropriately to maximise students' knowledge and understanding. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help, and will complement the PSHEE curriculum.

Under the Equalities Act 2010, we have a responsibility to ensure that our school strives to do the best for all our 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.

### **Roles and Responsibilities:**

By adopting a new curriculum in RSHE, there are a number of responsibilities that will be disseminated amongst our community:

### **Governors and senior leaders will:**

Develop this school policy and review it on a yearly basis.

- develop this policy in relation to the directives of the Diocese of Clifton and The Bishops Conference for England and Wales.;
- ensure that RE staff are updated on any modifications made to the diocesan RSHE programme and how to deliver lessons impacted upon by such changes.;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationship, sex and health education.;
- ensure that RSHE is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.;
- ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a comprehensive way.;
- support parental involvement in the development of the RSHE curriculum.;
- communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of RSHE at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

### **RE staff will:**

- use their expertise in delivering RSHE to ensure that sessions on confidentiality; setting group ground rules; handling controversial issues and an introduction to why RSHE is so important for our young people are effective and create a positive learning environment for all RSHE lessons.;
- tailor their lessons to suit all pupils in their classes, across the whole range of abilities, including those pupils with special educational needs, working with parents also when appropriate;
- continue to encourage our pupils to recognise RSHE as an important part of the curriculum and their personal development.

### **All staff will:**

- Respond positively to the training they will receive so that they are up to date with school policy and curriculum requirements regarding relationship, sex and health education. Any areas that they feel are not covered or inadequately provided for should be reported to the Head of RE for discussion and potential inclusion.;
- encourage pupils to communicate any concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them with utmost seriousness. If a pupil comes to a member of staff with an issue about the curriculum, the staff member should inform the Head of RE. Should a disclosure be made, the safeguarding policy of the school must be enacted immediately and the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead(s) informed immediately.

### **Pupils are expected to:**

- be respectful towards and supportive of one another with issues that arise through RSHE. Listening in class, being considerate of other people's feelings and beliefs as well as complying with confidentiality rules that are set in class, are key to effective provision of RSHE programme.;
- recognise RSHE as an important part of the curriculum and their personal development.

### **Parents/Carers are requested to:**

- share the responsibility of relationship, sex and health education and support their children's personal, social and emotional development.;
- to create an open home environment where pupils can engage, discuss and continue to learn about matters have been raised through school RSHE and PSHE.;
- to seek additional support in this from the school where they feel it is needed by contacting their child's tutor in the first instance, who may well refer them to the Pastoral Team, working together with the Pastoral Manager who can signpost/triage from here, or Head of RE.

### **Withdrawal**

The school aims to keep parents informed about all aspects of the RSHE curriculum and urges parents to read this policy. Parents can request to access the resources and information being used in class and the

school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, stated clearly in the Government guidance<sup>1</sup> to parents or carers:

*'You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.*

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

Any parent wishing to withdraw their child from RSHE should contact at first instance the Head of RE who will arrange a meeting to discuss the main concerns. RSHE is a vital part of the school curriculum and supports child development, however, it is acknowledged that the final decision on the issue is **in some cases** for the parent to take.

## Curriculum

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 relationships and sex. It is important that pupils know the difference between fact, opinion and belief. The school will follow the **Life to the Full**<sup>2</sup> programme of study. This scheme of learning has been based on the Model Catholic RSHE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education. It will be the first, and currently the only, programme of its kind to fulfil the statutory curriculum for Catholic secondary schools.

## Guest Speakers

We may invite guest speakers into school to talk on issues related to relationships and sex. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. A teacher will be present throughout these lessons as per our safeguarding policy requirements. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

## Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance – Department for Education 2019

<sup>2</sup> Please see Appendix 1 at the end of this policy



## Complaints

Parents or carers who have concerns or complaints regarding the RSHE curriculum should contact the school to follow the school's Complaint Policy.

## Equal Opportunities

- RSHE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, as bullying is not acceptable under any circumstances.
- Specific lessons for transgender issues have been created using the guidance from the Catholic Church and TenTen, as found in the 'Made in God's Image' guidance. These are delivered, as per diocesan advice, in Year 9.

## Safeguarding and Confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the members of staff designated for CP and shared with D/DSL as is outlined in the school child protection and safeguarding procedure.

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

- encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that the pupils and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.;
- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the D/DSL to decide what is in the best interest of the child.

### **Advice and Treatment**

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL and School Nurse. Making pupils aware of advice on contraception and practising safe sex is a key part of the school's RSHE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status and no person will be discriminated against because of this if there is a disclosure of this type of information. The school's Medical Needs' policy covers protection for all school trained First Aid members against infection from blood related viruses through training as well as wearing of the appropriate PPE.

### **Support**

We hope that pupils feel safe in the school environment to talk to any member of staff in confidence, including about any areas of concern regarding their personal, social and emotional development, matters raised by or relating to RSHE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside the classroom.

## Appendix 1

The full 'Life to the Full' Scheme of Learning that St Joseph's is utilising is attached below. Please contact the Head of RE with any further questions.

Life to the Full for secondary schools is a fully resourced programme of study which fulfils the statutory curriculum in RSHE (Relationship, Sex and Health Education) for Catholic schools. This scheme of work is based on the Model Catholic RSHE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education.

The Core RSHE consists of the following:

Cinema-in-Education programme

- 7 Cinema-in-Education programme
- Is delivered in RE to meet RSHE provision
- Is designed for KS3 and KS4

Life to the Full – Foundation Level

- Each containing 7 lessons fully appropriate to the age of pupils

## Scheme of Learning

### Year 7 – 8

	Core Theme	Session title	Description
RE	Religious Understanding	Who Am I?	Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.
RE	My Body	Changing Bodies	Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan for them and He is with them throughout it all.
	Emotional Well-Being	Healthy Inside and Out	Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.
	Life Cycles	Where We Come From	Pupils will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made.

	Personal Relationships	Family and Friends	Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.
	Keeping Safe	My Life on Screen	Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.
	Wider World	Living Responsibly	Pupils will learn the effects of their actions on others and understand the concept of social responsibility.

## Year 9 – 11

	Core Theme	Session title	Description
RE	Religious Understanding	The Search for Love	Pupils will consider their desire to love and be loved, and learn about God's plan for romantic love, sexual attraction and intimacy.
RE	My Body	Love People, Use Things	Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.
	Emotional Well-Being	In Control of My Choices	Pupils will learn about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices.
	Life Cycles	Fertility and Contraception	Pupils will learn about methods for managing conception and discuss how they uphold or contravene God's plan for sex.
	Personal Relationships	Marriage	Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.
	Keeping Safe	One Hundred Percent	Pupils will learn that consent is not just gaining permission for something but choosing to honour and respect one another as persons with innate dignity.
	Wider World	Knowing My Rights and Responsibilities	Pupils will learn about physical consent, sexual exploitation and human rights.