



Relationships and Sex Education (RSE) Policy 2024-2025

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Contents

Contents	2
Dissemination	3
1 Aims	3
2 Statutory requirements and related policies	4
3 Policy development	5
4 Definitions	6
5 Roles and responsibilities	6
5.1 The Governing Board	6
5.2 The Head	6
5.3 Head of PSHE and RSE	7
5.4 Staff	7
5.5 Students	7
Supporting children and young people who are at risk	7
External Visitors	7
6 Parents and Carers	8
Right to withdraw	8
7 Curriculum	8
Timing and Flexibility	8
Sexual Violence and Sexual Harrassment	9
8 Delivery of RSE	9
Broad Content of RSE	10
Curriculum	10
Resources	10
Assessment	11
Baseline Assessment	11
Summative Assessment	11
Formative Assessment	11
Equalities obligations	11
LGBT	11
Inclusion and Differentiated Learning	12
Students Questions	12
9 Training	12
10 Use of external organisations and materials	12
11 Monitoring and Evaluating	13
Monitoring	13
Triangulation meetings	14
12 Confidentiality and Advice	14
Appendix 1: Curriculum map	16
Appendix 2: By the end of secondary school pupils should know	25
TOPIC	25
PUPILS SHOULD KNOW	25
Appendix 3: Parent form: withdrawal from sex education within RSE	28

Dissemination

The RSE policy will be given to all members of the Governing Board and all teaching and non-teaching members of Staff. In addition, details of the content of the RSE curriculum and consultation will be published on the School's website and a paper copy will be made available to parents on request. The policy will also be made available to parents at the start of year PSHE parents meeting.

1 Aims

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) of which RSE is an integral part. Our School aims to develop inspiring and successful young women by fostering commitment, integrity and compassion and for each person to achieve their God-given potential, striving to be tolerant, thoughtful, and good stewards of the life that they have been given and the world in which they live.

We commit ourselves in partnership with parents, to provide our pupils with a *“positive and prudent sexual education* compatible with their physical, cognitive, psychological, and spiritual maturity and rooted in a Catholic vision of education and humanity.

The aims of relationships and sex education (RSE) at our School are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships, and
- Teach pupils the correct vocabulary to describe themselves and their bodies.

RSE aims 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, and
- Discernment and fidelity in healthy relationships.

RSE aims 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 healthy friendships and loving, stable healthy relationships free from exploitation, abuse, coercive control and bullying;
- Managing emotions and mental health within relationships and, when relationships break down, with confidence, sensitivity and dignity;

- Managing conflict positively and recognising the value of difference including protected characteristics;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence and 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 gender stereotypes, and respond appropriately;
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships and how to love chastely, and
- Assessing risks and managing behaviour in order to minimise 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, and
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

2 Statutory requirements and related policies

Relationships and Sex Education is statutory in all schools, therefore More House School must have regard to the guidance issued by the Secretary of State as outlined in [section 80A of the Education Act 2002](#), the Equality Act 2010 and [Section 34 of the Children and Social Work Act 2017](#). The Department for Education RSE and Health Education Guidance contains information on what schools should do and sets out the legal duties with which schools must comply when teaching RSE and Health Education. The guidance will be reviewed three years after the first teaching in September 2020 and every three years after that.

The Public Sector Equality Duty (as set out in [Section 149 of the Equality Act 2010](#)). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (See: [Relationships Education, Relationships and Sex Education \(RSE\). Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)).

In addition to the above the following key documents were also consulted in the production of this policy:

- [Keeping Children Safe in Education \(2024\)](#);
- [SEND Code of Practice](#);
- SMSC requirements for independent schools;
- [Westminster Diocese: A model policy for relationships and sex education 2020](#), and
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

More House Related Policies:

- Safeguarding and Child Protection Policy;
- PSHE Policy;
- Pupil Mental Health and Wellbeing Policy;
- Behaviour and Discipline Policy;
- Anti-Bullying Strategy;
- Visitors and Visiting Speakers Policy and Procedure, and
- Sexual Violence and Sexual Harassment Policy.

At More House School we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with Staff, Students and Parents. The consultation and policy development process involved the following steps:

1. Review - a working group comprising the (then) Head of Operations, (then) Deputy Head Pastoral and Senior Teacher (PSHE and Student Wellbeing) considering all relevant national and local guidance.
2. Staff consultation
 - a. ISI style questionnaire on RSE provision sent to all staff and support staff (March 2022)
 - b. Open staff forum: opportunity to discuss policy and feedback from questionnaire (April 2022)
 - c. SENCO review of policy with a view to the learning needs of SEN students (April 2022)
3. Parent consultation
 - a. ISI style questionnaire
 - b. Six week consultation: draft policy (with Google questionnaire) sent to parents to invite feedback (June 2022)
 - c. Parent meeting to discuss proposed policy and curriculum for 2022/2023 (21st June 2022)
4. Student consultation
 - a. ISI style questionnaire on RSE provision sent to all students (March 2022)
 - b. Draft policy presented to students by form tutors; students invited to share feedback with their tutors or by way of the School Council or Student Inclusion Officer.
5. Governing Board consultation
 - a. Discussion of the draft policy and feedback from staff, parents and students at Governors meeting June 2022
 - b. Final draft policy shared with the Board of Governors for approval and ratification as the School policy.

4 Definitions

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”.

Definition:

RSE is about the development of students’ knowledge and understanding of themselves as sexual beings, 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. RSE should “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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

The DfE guidance also states that “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. RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.”

5 Roles and responsibilities

5.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Head to account for its implementation. A link governor will be appointed to share in the monitoring and evaluation of the programme and ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSE within PSHE. In addition the Governing Board will make sure that:

- All students make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all students with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn, and
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

5.2 The Head

The Head takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Board, parents, the Diocesan Schools’ Service, the Local Education Authority and related agencies.

The Head, the Deputy Head and the Head of PSHE and RSE will work together in reviewing and updating the RSE policy. This will include consulting parents and including them in a review before approving the policy.

The Head will ensure that parents know of their right to withdraw their students from non-statutory and non-science components, manage requests to withdraw pupils from non-statutory and non-science components, and ensure that RSE is taught consistently across the School.

5.3 Head of PSHE and RSE

The Head of PSHE and RSE, with the Head, 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 are supported by the Deputy Head, Head of Sixth Form and Director of Studies.

5.4 Staff

Successful implementation of RSE requires a whole-school approach. All teachers have a responsibility of care, as well as fostering academic progress. They will actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Nominated 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.

5.5 Students

Students are expected to engage fully in RSE (unless they have been withdrawn) and, when discussing issues related to RSE, to treat others with respect and sensitivity.

Supporting children and young people who are at risk

Students 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 including an understanding of coercive control. Such discussions may 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 of or is at risk of abuse they are required to follow the School's Safeguarding and Child Protection Policy and immediately inform the Designated Safeguarding Lead.

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. Visiting speakers delivering on RSE will sign the Visitors and Visiting Speakers agreement. They will also be sent a copy of this policy and asked to sign that they have read and understood its contents. Presentations will be requested in advance and reviewed by the Head of PSHE and RSE.

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, and all external visitors, will ensure the content of the talk/event will be in line with School aims. A member of More House staff will always be present at external talks.

6 Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of 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 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 are 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.

Right to withdraw

Parents have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum Science orders.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head.

The Head will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the student's educational record.

Alternative work will be given to pupils who are withdrawn from sex education.

Please note that, in accordance with the DfE guidance, More House will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School can make arrangements to provide the child with sex education during one of those terms.

7 Curriculum

Whilst promoting Catholic values and virtues in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues, conscious of the diverse nature of our community at More House School.

Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (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 students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Timing and Flexibility

We recognise that there may be occasions where circumstances dictate the need for adjustments to the curriculum in response to student, staff or parent feedback.

Our primary resources for the RSE curriculum include:

- TenTen (<https://www.tentenresources.co.uk/>) - a faith inspired programme for Catholic and Christian secondary schools.
- Guidance published by the [PSHE Association](#).
- Catholic Education Service

The Curriculum Map found in Appendix 1 shows the stage at which each statutory topic is covered. Some topics are revisited in successive years in order to consolidate learning and enable age-appropriate teaching. Appendix 2 shows the knowledge that students can expect to have in addition to the content built upon from primary school when they leave secondary school.

Sexual Violence and Sexual Harassment

Our Sexual Violence and Sexual Harassment policy sets out the School's approach and expectations with regard to harmful sexual behaviour. The School recognises the particular importance of addressing this topic in the attached scheme of work.

More House is alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and takes positive action to build a culture in which these are not tolerated, and any instances are identified and treated in line with our Sexual Violence and Sexual Harassment policy.

Following the publication of 'Everyone's invited', OFSTED undertook a review of Sexual Harassment and Sexual Violence in Schools. The Department for Education issued guidance in September 2021 on this subject and how schools should report instances, support victims and the preventative measures that schools should have in place.

Schools play a vital part in making it clear that Sexual Violence and Sexual Harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of Sexual Violence or Sexual Harassment will be taken seriously. Additionally, staff are aware that, statistically, it is more likely that females will be the victims of Sexual Violence and Sexual Harassment.

The RSE programme of study enables students to develop an understanding of healthy relationships, acceptable behaviour within those relationships and the right of everyone to be treated equally.

8 Delivery of RSE

Responsibility for the specific Relationships and Sex Education programme will rest upon dedicated subject staff with specific contributions from the science, religious education and physical education departments. All staff will be involved in developing and modelling the attitudes and values that are set out in the RSE programme. They will also contribute to the development of students' personal and social skills.

RSE will be taught as part of the PSHE programme, delivered once a week for one hour and focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families;
- Respectful relationships, including friendships;
- Online and media;
- Being safe, and
- Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendix 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Broad Content of RSE

Each topic considers:

- Attitudes and values;
- Knowledge and understanding, and
- Personal and social skills.

These will be delivered in three interrelated ways:

- A whole School approach;
- A cross-curricular dimension, and
- A specific relationship and sex curriculum.

Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't need to seek answers online.

Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance;
- Would support pupils in applying their knowledge in different contexts and settings;
- Are age-appropriate, given the age, developmental stage and background of our pupils;
- Are evidence-based and contain robust facts and statistics;
- Fit into our curriculum plan;
- Are from credible sources;
- Are compatible with effective teaching approaches, and
- Are sensitive to pupils' experiences and won't provoke distress.

Assessment

Students will be assessed against the following criteria:

- Attitudes and values;
- Knowledge and understanding, and
- Personal and social skills.

Assessment in RSE is based on the ipsative structure, where progress will be measured against students' baseline understanding and where they are at the end of the unit. Teachers will use Red, Amber and Green traffic lights to demonstrate progress or need for intervention.

Baseline Assessment

RSE covers issues and areas of life which young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on students' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As students' learning in topics will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place.

Summative Assessment

This assessment is undertaken throughout the unit/topic and monitored by teaching staff. Class teachers will use this type of assessment to monitor understanding on a lesson by lesson basis.

Formative Assessment

This assessment is undertaken at the end of the unit/topic and compared against students' baseline data. It will be reviewed at PSHE/RSE department meetings to ensure timely intervention and support can be given as appropriate.

Equalities obligations

Lessons on RSE will be made accessible to all students including those with SEND. More House does not unlawfully discriminate against students because of their protected characteristics and the school is mindful of the SEND Code of practice. To achieve this, the SENCO reviews the scheme of work and resources to ensure it is accessible.

The School will teach about faith perspectives but include balanced debate about issues that are seen as contentious. All teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow and the wider legal implications of decisions they may make.

LGBT+

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach pupils about LGBT, we will ensure that the content is fully integrated into the programmes of study for this area

of the curriculum rather than delivered as a standalone unit or lesson, mindful of the School's Catholic ethos and corresponding emphasis on the value and dignity of all people.

Inclusion and Differentiated 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 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. (In looking at these questions, it is important to draw links to the School's Equality, Diversity and Inclusion policy). The Special Educational Needs Co-Ordinator (SENCO) supports delivery in adapting resources to allow lessons to be accessible to all learners.

Students Questions

The School wants to promote a healthy and positive atmosphere in which RSE can take place. It wishes 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 matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Catholic Church, of illegal activity or other doubtful, dubious or harmful activity. The Governing Board believes that students are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teacher and pupils, 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, for example, where a child or young person's question hints at abuse, is deliberately tendentious or is of a personal nature.

Where a teacher suspects that a student is a victim of or is at risk of abuse they are required to follow the School's Safeguarding and Child Protection policy and immediately inform the Designated Safeguarding Lead.

9 Training

Dedicated staff are trained in the delivery of RSE and undergo continuing professional development. All staff will also participate in mandatory School training forums.

The Head of PSHE and RSE will invite experts from outside the School, such as school nurses or sexual health professionals and/or a representative from the Diocese of Westminster, to provide support and training to staff teaching RSE.

10 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The School remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of

democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate;
 - Are in line with pupils' developmental stage;
 - Comply with:
 - This policy;
 - The [Teachers' Standards](#);
 - The [Equality Act 2010](#);
 - The [Human Rights Act 1998](#), and
 - The [Education Act 1996](#);
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses;
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum;
- Review any case study materials and look for feedback from other people the agency has worked with;
- Be clear on:
 - What they're going to say, and
 - Their position on the issues to be discussed;
- Ask to see in advance any materials that the agency may use;
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people;
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers;
- Check the agency's protocol for taking pictures or using any personal data they might get from a session;
- Remind teachers that they can say "no" or, in extreme cases, stop a session, and
- Make sure that the teacher is in the room during any sessions with external speakers.

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions, nor
- Use materials produced by such agencies, even if the material itself is not extreme.

11 Monitoring and Evaluating

Monitoring

The Head of PSHE and RSE will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of student work at regular intervals. The programme will be evaluated annually by means of questionnaire response sheets, needs assessments given to pupils and by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before approving the policy. The Governors will approve the RSE policy and hold the Head to account for its implementation.

Monitoring of the delivery of RSE is overseen by the Head of PSHE and RSE as follows:

- Teachers' feedback on pupils' development in RSE to the Head of PSHE and RSE by way of the fortnightly department meetings;
- Monitoring of students' development and understanding in RSE by the Head of PSHE and RSE through end of half term assessments;
- Termly review of schemes of work and samples of pupils' work by the Head of PSHE and RSE followed by a review meeting with the Deputy Head (DH) and Head;
- A mid year review questionnaire will be sent to parents, staff and pupils to elicit feedback. An action plan based on the feedback will be shared.
- The Director of Pastoral Care meets the Governor with oversight of Safeguarding each term to report back on RSE teaching and learning. An annual review of PSHE/RSE is fed back to the Governing Board via Governor with oversight of Safeguarding in the June meeting of the board of governors.
- This policy will be reviewed annually between March and June by the Head of PSHE and RSE, Director of Pastoral Care and the Head in consultation with pupils, staff and parents. The findings of this review will be shared with all interested parties. The Governing Board will consider the results of the annual review and consultation before approving any updates to the policy.

Triangulation meetings

Feedback is shared regularly to allow a robust and appropriate delivery of RSE. Regular meetings are scheduled to ensure that staff are fully supported and that the delivery is able to adapt where appropriate to contextual trends.

- The RSE teaching team meets fortnightly with the Head of PSHE and RSE to elicit feedback from lessons and to support the nominated teachers. (Deputy Head and SENCO will attend at least one meeting per half term).
- RSE is a fixed agenda item once a half term at SLT meetings.

12 Confidentiality and Advice

All governors, teachers and support staff, parents and pupils will 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 is meant 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 Safeguarding and Child Protection 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, for example a parent, the Head or Designated Safeguarding Lead, but that the pupils would always be informed first that such action was going to be taken.

Appendix 1: Curriculum map

Theme	DfE RSE Statutory Topics	Topics studies in PSHE:	Topics studied in RS:	Topics studied in Science:
Families	Different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children.	KS3: Families, friendships and romantic relationships. KS4: Marriage and other forms of long term relationships.	KS4 GCSE -Religion, Relationships and Families.	
	What marriage is, including legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	KS3: What is the legal position of marriage and cohabiting KS4: What are the legal rights and protections of couples cohabiting, married and unregistered religious ceremony		
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	KS3: Importance of marriage. KS4: Forced Marriage	KS4 GCSE -Religion, Relationships and Families.	
	The characteristics and legal status of other types of long-term relationships.	KS3: Difference between marriage and civil partnership and long term relationships. KS4: Living together, marriage and civil partnerships as ways of	KS4 GCSE -Religion, Relationships and Families.	

		demonstrating commitment.		
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	KS3: What are the roles and responsibilities of parents? KS4: Successful parenting.	KS4 GCSE -Religion, Relationships and Families.	
	How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	KS3; Year 9 - What is CSE? How to seek support if you have concerns about yourself or friends. KS4: Raising awareness of harassment and control in relationships. How to challenge abuse in relationships and where to seek support if required. KS5: Spring term, a unit on consent and the importance of seeking mutual consent for all forms of relationships and interactions.		
Respectful relationships , including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) covering: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	KS3: Positive Friendships and resilience and where to seek support if required. Divorce and separation and impact on family life. KS4: The characteristics and benefits of positive, strong and equal relationships.		

	<p>Practical steps pupils can take in a range of different contexts to improve or support respectful relationships</p>	<p>KS3: Positive Friendships and resilience and where to seek support if required KS4: The characteristics and benefits of positive, strong, supportive, equal relationships.</p>		
	<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>	<p>KS3: Unacceptability of discrimination and how to challenge inappropriate language and behaviour. KS4: To understand and respect other's faith and cultural expectations concerning relationships. KS5: Diverse opinions - a unit of work on meeting points of view that challenge our own with open understanding and tolerance. 'How to disagree'</p>	<p>KS4 GCSE -Religion, Human Rights and Social Justice KS4 GCSE -Religion, Relationships and Families.</p>	
	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs.</p>		<p>KS3 Creation; KS4 GCSE: Incarnation - humans created <i>in imago dei</i></p>	
	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	<p>Anti-bullying Week KS3: Friendship sessions, cyberbullying, how to be an upstander, resilience and where to get support if needed.</p>		

		KS4: Online bullying and harassment.		
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	KS3: CSE KS4: Gangs and CSE, Domestic Abuse. KS5: Identifying coercive behaviour in others		
	What constitutes sexual harassment and sexual violence and why these are always unacceptable.	KS3: CSE KS4: Gangs and CSE; Domestic Abuse		
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	KS3: Unacceptability of discrimination and how to challenge inappropriate language and behaviour. KS4: To understand and respect other's faith and cultural expectations concerning relationships. KS5: Diversity and protected characteristics: Our responsibility as leaders	KS4 GCSE -Religion, Human Rights and Social Justice KS4 GCSE -Religion, Relationships and Families.	
Online and Media	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Internet Safety Day KS3: The safe and responsible use of UCT including sharing data. Cyberbullying Internet Safety Talks. KS4: Online reputation. Online bullying and harassment. Spreading false rumours online.		

	<p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p>	<p>KS3: Managing online life - privacy settings and how to establish clear boundaries. Year 8: Sexting Year 9: CSE KS4: Online reputation. Online bullying and harassment. Spreading false rumours online. KS5: Fake news</p>		
	<p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p>	<p>KS3: Year 8: Dangers of sexting Year 9: CSE awareness KS5: Consent unit</p>		
	<p>What to do and where to get support to report material or manage issues online.</p>	<p>Internet Safety Week KS3: Online safety workshops and sessions.</p>		
	<p>The impact of viewing harmful content -that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p>	<p>KS3: Targeted advertising and impact of sex in the media and social media. KS4: Portrayal of sex in the media and impact pornography can have on young people.</p>		
	<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p>	<p>KS3: Year 8 - Dangers of Sexting Year 9 - CSE awareness</p>		
	<p>How information and data is generated, collected, shared and used online.</p>	<p>KS3: Online safety talks. How to assess reliability of a source?</p>		

		KS4: What is fake news? Can you believe online sources?		
Being Safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	KS3: Year 7: FGM Year 8 - Dangers of Sexting Year 9 - CSE awareness KS4: Sessions to raise awareness about Forced marriage, FGM and Honour based violence, rape and domestic abuse. Understanding Consent. KS5: Consent unit		
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	KS4: Session about how to seek consent and to respect others' right to give, not give or withdraw consent. KS5: Consent unit		
Intimate and sexual relationships , including sexual health	Intimate and sexual relationships, including sexual health	KS3: What is the difference between friendship and an intimate relationship? What to do if you feel pressured in a relationship. KS4: Sexual relationships, consent and peer pressure. KS5: Consent unit and reproductive health unit including contraception methods	KS4 GCSE -Religion, Relationships and Families.	

	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	KS3 - Consent KS4 - The characteristics and benefits of positive, strong, support, equal relationships. KS5: Consent unit		
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing	KS3: Different levels of intimacy and their consequences. KS4: Impact of relationships on mental health and wellbeing. Contraception, STIs and STDs. KS5: Reproductive health unit(including contraception and sexual health)	KS4 GCSE -Religion, Relationships and Families.	
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause.	KS4: Information about fertility, understand that it can be damaged by STIs. Impact of lifestyle on fertility. KS5: Reproductive health unit (including up to date science and issue-based discussions informed by current affairs)		KS3 Science
	That there is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	KS3: Consent, Peer Pressure and how to resist it. KS5: Consent unit		

	<p>That they have a choice to delay sex or to enjoy intimacy without sex.</p>	<p>KS3: Consent: Peer Pressure and how to resist it. KS4: Understanding feelings and consequences involved in sexual relationships. KS5: Reproductive health unit</p>	<p>KS4 GCSE -Religion, Relationships and Families.</p>	
	<p>The facts about the full range of contraceptive choices, efficacy and options available.</p>	<p>KS4: Information about contraception. KS5: Reproductive and sexual health unit</p>	<p>KS4 GCSE -Religion, Relationships and Families.</p>	<p>KS4 Biology</p>
	<p>The facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p>	<p>KS4: Understanding fertility and consequences of teenage pregnancy. KS4: Understanding fostering and Adoption.</p>	<p>KS4 GCSE -Incarnation covers the sanctity of human life from conception to natural death and issues surrounding abortion.</p>	
	<p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>To know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p>	<p>KS4: Information about contraception, STIs and STDs. Importance of safe sex and reinforcing abstinence is the only completely safe form of contraception. Where to seek support if have concerns about STIs or STDs. KS5: Reproductive and sexual health unit</p>		<p>KS4 Biology</p>

	How the use of alcohol and drugs can lead to risky sexual behaviour.	KS4: To recognise the impact of drugs and alcohol on choices and sexual behaviour. KS5: Making safe choices beyond school		
	Pupils should know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	KS4: Information about contraception and STI and STDs.	KS4 GCSE -Religion, Relationships and Families.	
	The law on marriage, consent, including the age of consent.	KS3: Importance of marriage KS4: Forced Marriage	KS4 GCSE -Religion, Relationships and Families.	
	Legal provisions regarding violence against women and girls.	KS4; Honour based violence, CSE & Gangs.		
	Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) pornography	KS3: Sexting and how to resist pressure. KS4: Sexting and impact on wellbeing.		
	Legal provisions on • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)	KS3: CSE, Introduction to gender identity and what is sexuality? KS4: Gangs & CSE, Hate crime and FGM. KS5: Current affairs and issue-based discussions in form time	KS4 GCSE -Religion, Relationships and Families, Incarnation and Religion, Human Rights and Social Justice, Incarnation.	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

<p>Online and media</p>	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment

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| | <ul style="list-style-type: none">• How the use of alcohol and drugs can lead to risky sexual behaviour• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the School to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	