

# Relationship, Sex and Health Education Policy

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## Relationship, Sex and Health Education Policy

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

### **1. Rationale**

Princethorpe College is a Catholic Independent Day School for pupils aged 11 – 18. Our school is characterised by its strong Christian Ethos and we pride ourselves on providing a caring, stimulating environment in which the individual needs of all of our pupils can be met and their talents, self-confidence and self-esteem developed. We aim to encourage a lifelong love of learning and an understanding of moral values and to put young people on the road to happy and fulfilled lives. A comprehensive programme of Relationships, Sex and Health Education based on Gospel values is an essential part of our education and forms a part of our PSHE.

### **2. Definition**

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

### **3. Aims**

The School aims to provide a Relationship, Sex and Health Education Programme which will:

- 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;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- enable pupils to develop an awareness of, and sensitivity to their own and others' sexuality;
- ensure that pupils have a clear understanding of reproduction, sexual health and family planning;
- create opportunities for pupils to consider their knowledge, attitudes and behaviour, in the light of Gospel values and the teaching of the Catholic Church, so that they can make informed choices;
- develop each pupil's awareness of the sanctity of their own body as a unique creation in God's image;
- create a positive and secure environment for open discussion and constructive critical thinking;
- enable pupils to enjoy relationships based on mutual respect, dignity and responsibility by meeting the following objectives.

#### **4. Delivery of RSHE**

RSHE focuses on giving young people the information they need to help them develop healthy and respectful, nurturing relationships of all kinds including:

- families;
- respectful relationships, including friendships;
- intimate and sexual relationships.

RSHE is taught in the PSHE time/CoRE curriculum, through the RS/Science curriculum, assemblies and tutor time.

These areas of learning are taught within the context of family life and care is taken to ensure 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, 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).

#### **5. Objectives**

- Engendering growth in self-respect, self-worth and self-esteem, recognising that each person is created in the image of God.
- Providing opportunities to clarify values and attitudes surrounding personal relationships, marriage and family life.
- Meeting each pupil's need for knowledge and understanding of sexual matters at the various stages of his/her development, in partnership with their parents.
- Developing pupils' decision-making skills.
- Developing pupils' skills to allow them to remain safe, including on-line.
- Helping pupils develop a discerning and robust attitude to peer, social and media pressure.
- Imparting factual information, including issues such as Sexually transmitted diseases, contraception, HIV and AIDS, so that pupils can make informed choices.
- Enabling pupils to reflect on their relationships and to recognise the qualities which help these relationships to grow and develop constructively.
- Developing a sense of understanding of the beliefs, values and cultures of others.
- Avoiding misunderstanding and correcting mis-information.
- Enabling pupils to recognise the importance of their choices and the responsibility which they bear for their decisions.
- Develop a full understanding of the importance of consent in relationships and an understanding that sexual violence or harassment are always wrong, including on-line.
- Preparing pupils for adult life, relationships and parenthood in the context of their own beliefs.

## **6. Roles and Responsibilities**

### **6.1 Trustees**

The Governing Body will ensure that the Relationship, Sex and Health Education (RSHE), Policy will be reviewed regularly and kept up to date. Trustees will ensure that parents have the right to comment on the RSHE programme provided by the school. Trustees will ensure that the programme and associated resources are monitored and evaluated.

### **6.2 Deputy Head Pastoral**

The Deputy Head Pastoral will oversee the delivery of the RSHE curriculum. The Deputy Head Pastoral will advise the Governing Body on the content and organisation of RSHE.

The Deputy Head Pastoral will also develop and implement suitable procedures for dealing with requests from parents to withdraw their children from RSHE lessons.

### **6.3 Parents**

We acknowledge that parents are the first and best educators of their children and that the school works in partnership with them. They have the right to withdraw their child from RSHE. By reading this policy parents will be able to examine the programme their children are following in all Years. Parents are encouraged to talk to their children about RSHE lessons at school and to listen to their questions and views.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing to the Headmaster. See Appendix II.

The school will support parents in their role as educators in a variety of ways including:

- sharing of key information via the Flagpole or email;
- talks or presentations;
- responding to individual requests for help, support or guidance.

### **6.4 Teachers**

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 growth and well-being of their pupils. Teachers are expected to teach RSHE in accordance with the Catholic ethos of the school. RSHE is taught in the PSHE time/CORE curriculum and through the RS/Science curriculum.

Staff are responsible for:

- delivering RSHE in a sensitive way;
- modelling positive attitudes to RSHE;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.

## **6.5 Specialist Staff delivering RSHE Curriculum**

- Contribute to the revision of existing provision, bearing in mind Catholic teachings on RSHE.
- Use professional skills to develop the RSHE curriculum, receiving support and training from specialist professionals such as health and counselling.
- Draw on help and guidance from relevant sources e.g. health professionals.
- Deliver RSHE as detailed in the PSHE schemes of work.
- Participate in the monitoring and evaluating of RSHE within the school.

## **6.6 Pupils**

Pupils should be willing to listen to the teaching of the Church and become aware of a variety of other views regarding moral issues related to RSHE. They will be expected to have a concern for and accept responsibility for knowledge and understanding of their sexual development.

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

The school will make appropriate use of external agencies and their personnel. All staff from external agencies will be asked to be mindful of the Catholic ethos of the school.

## **7. Organisation**

The Deputy Head Pastoral, in conjunction with the Head of PSHE, the Head of Religious Studies, is responsible for the organisation and coordination of the appropriate staff who will deliver the curriculum.

RSHE will be delivered through a planned, balanced and cross curricular programme which runs through Year 7 to Year 11 within the PSHE programme. Year 12 and 13 will receive their curriculum through the CoRE programme.

The programme will affirm the teaching of the Catholic Church whilst recognising that pupils need to be aware and respectful of different attitudes.

The curriculum themes used throughout the RSHE curriculum are based on the DfE recommendations for secondary schools. The themes are as follows:

- Family (F)
- Relationships (R)
- Online behaviour and the media (O)
- Being safe (S)
- Intimate relationships and sexual health (IR)
- The Law (L)

The programme will be taught by specialist staff for Years 7-11 as well as teachers within their own curriculum area where appropriate. The Sixth Form may be taught by their own tutors; however specialist staff may be used to deliver certain aspects of the curriculum eg sexual health.

Training and support will be provided for all staff delivering the programme.

The assistance of outside agencies will be sought to support the programme and outside speakers, including speakers who are able to support the Catholic ethos of the school will be invited to address the pupils in order to enhance the school's teaching.

There will be a regular review and evaluation of the programme that will include the views of the pupils and parents. Practice will be amended in light of these reviews.

Pupils will be taught RSHE within their own academic year, both in single sex classes and also in mixed lessons as appropriate to the content being delivered.

Topics that are covered as part of our on-going safeguarding, behaviour management and PSHE curriculum and are included in the following areas; CoRE, Tutor Time, PSHE , Assemblies, curriculum lessons and targeted small group work.

## **8. Links with Other Policies**

This policy should be read in conjunction with:

- Anti-Bullying and Harassment Policy
- Equality, Diversity and Inclusivity Policy
- Safeguarding Policy
- Acceptable Use Policy
- Equal Opportunities Policy
- Behaviour and relationship Policy

## **9. Monitoring and Evaluation**

Regular meetings will be held with all staff who deliver RSHE to monitor the appropriateness of resources and the response to the topics and materials used within the programme. Pupils will also be asked for feedback at the end of each academic year. The programme will be adjusted accordingly.

## Appendix 1. The Relationship, Sex and Health Education Curriculum

The following are examples of the current curriculum which will be altered or amended over time.

### Biology (IR)

| Year | Topic                        | Content  |
|------|------------------------------|--|
| 7    | B2 – Reproduction and growth | Knowledge of male and female reproductive organs<br>Physical and emotional changes in puberty<br>Fertilisation and sperm and egg cells<br>The menstrual cycle<br>Pregnancy, development of a baby, including role of placenta and giving birth   |
| 8    |                              | No SRE covered   |
| 9    | B4 Genetics research project | Fertilisation and the role of egg and sperm cells<br>Inheritance of characteristics from parents<br>Cloning and Genetic Engineering  |
| 10   | B2 – Stem Cells              | Stem cells sources and uses<br>Including <ul style="list-style-type: none"> <li>• Stem cells from human embryos can be cloned and made to differentiate into most different types of human cells</li> <li>• the use of stem cells has potential risks such as transfer of viral infection, and some people have ethical or religious objections.</li> </ul>  |
|      | B6 – Immunity                | Infectious disease including <ul style="list-style-type: none"> <li>• HIV initially causes a flu-like illness. Unless successfully controlled with antiretroviral drugs the virus attacks the body's immune cells. Late stage HIV infection, or AIDS, occurs when the body's immune system becomes so badly damaged it can no longer deal with other infections or cancers. HIV is spread by sexual contact or exchange of body fluids such as blood which occurs when drug users share needles.</li> <li>• Gonorrhoea is a sexually transmitted disease (STD) with symptoms of a thick yellow or green discharge from the vagina or penis and pain on urinating. It is caused by a bacterium and was easily treated with the antibiotic penicillin until many resistant strains appeared. Gonorrhoea is spread by sexual contact. The spread can be controlled by treatment with antibiotics or the use of a barrier method of contraception such as a condom.</li> </ul> |



| Year | Topic                                 | Content  |
|------|---------------------------------------|--|
| 11   | B10 – Reproduction                    | <ul style="list-style-type: none"> <li>• Students should be able to describe the roles of hormones in human reproduction, including the menstrual cycle.</li> <li>• During puberty reproductive hormones cause secondary sex characteristics to develop.</li> <li>• Students should be able to evaluate the different hormonal and nonhormonal methods of contraception.</li> <li>• Students should be able to explain the use of hormones in modern reproductive technologies to treat infertility, including benefits and problems of IVF.</li> <li>• Understanding that sexual reproduction involves fusion of gametes</li> </ul> |
|      | B12 - cloning and genetic engineering | <ul style="list-style-type: none"> <li>• Knowledge and understanding of modern cloning techniques e.g. tissue culture and embryo transplants and also the process of genetic engineering.</li> </ul>   |
| 12   | Unit 2                                | <ul style="list-style-type: none"> <li>• Formation of sperm and egg cells</li> <li>• Understand the events of fertilisation from the first contact between the gametes to the fusion of nuclei.</li> <li>• Understand the early development of the embryo to blastocyst stage.</li> <li>• Structure and transmission of HIV</li> </ul>   |
| 13   | Unit 7                                | Understand that pluripotent stem cells from embryos provide opportunities to develop new medical advances although there are ethical considerations.   |

## **Relationships and Sex Education in Religious Studies Lessons**

Years 7-9

SRE is covered in Religious Studies lessons for Key Stage 3. We follow a programme called 'Life to the Full' which teaches Relationship, Sex and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. The framework of the programme is taken from a model created by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

### **Year 7**

#### **Who am I? (F)**

The core religious understanding taught at the outset of this programme of work is that we are created by God as one whole person, both body and soul. Pupils will be encouraged to celebrate their uniqueness, value and dignity, which derive from God, and subsequently to recognise the respect they should have for themselves and others as persons.

#### **Changing Bodies (IR)**

Building on the religious understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes.

#### **Healthy Inside and Out (S)**

In this session, pupils identify what contributes to their self-esteem, and how high or low levels of self-esteem can affect their confidence and decision making. Building on previous exploration of body shapes and sizes, they will explore the effect of body image and learn techniques to help them increase self-esteem.

#### **Where we come from (IR)**

This session enables students to understand sexual intercourse within a scientific, moral and religious context, leading them in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle.

#### **Family and Friends (R)**

In this session, pupils will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, and understand the qualities of true friendship.

#### **My Life on Screen (O)**

Rooted in the Catholic teaching that we are made out of love for love, pupils will explore their digital lives and the effect our use of digital technology can have on ourselves and others.

#### **Living Responsibly (R) (L)**

Building on previous sessions' learning about behaviour management, the final session of the programme explores social responsibility and respect for self and others. It should inspire young people to be responsible and play a positive part in their communities.

## **Year 8**

### **Created and Chose (R)**

This foundational session helps students at the beginning of the Year 8 programme to develop an appreciation that our deepest identity is in God: as people created, chosen and loved by Him. Students will learn that science proves our uniqueness and becoming aware of it can help us to open up to God who is the ground of our being and the One who loves us.

### **Appreciating Difference (R) (L)**

Building on the teaching that our deepest identity is in God, students will learn about male/female differences, including issues such as gender stereotypes, gender dysphoria and transgenderism. Equality is championed as being of great importance, whilst simultaneously crucial is celebrating difference. Students will learn that bullying and exclusion is always wrong, because every person is a child of God, worthy of love.

### **Feelings (IR)**

This session explores God's wonderful gift of sexual attraction, which requires self-control, mutual respect and patience to manage well. Pupils will also learn that God has a plan for sex: that our deepest drive to love and be loved is met through sexual union which is total, faithful and open to the precious gift of life.

### **Before I was Born (IR) (L)**

This session invites pupils to appreciate the beautiful and fragile gift that life is through learning about the miraculous journey from conception to birth. This also involves teaching on the ending of pregnancies prematurely through miscarriage or deliberately via abortion, and different attitudes surrounding this, including discussions about when life begins.

### **Tough Relationships (L) (R)**

Building on themes of equality and celebrating difference, this session addresses themes prejudice and discrimination, both historical and current. Pupils will learn about privilege, 'Protected Characteristics' and how to resist judgement. The session ends with a challenge for pupils to choose the route of tolerance, kindness and forgiveness, and never to suffer in silence.

### **Think Before you Share (O) (S) (L)**

This session explores the social, personal and legal consequences of sharing images of a sexual nature. Pupils will also learn about their digital footprint, pornography and online exploitation, leading to the understanding that sharing anything in word, speech or action that reduces people to objects dishonours their God-given dignity.

### **Wider World (L) (S) (R)**

Exploring issues of prejudice, discrimination and homophobic bullying, including a Holocaust case study, pupils will learn that we are called to love and respect one another as children of God with value and dignity that far surpasses our culture, race, religion, sexual orientation, choices and attitudes.

## **Year 9**

### **The Search for Love (IR) (R)**

This session begins the Year 9 module by exploring the search for love that is part of human nature, but is not ultimately satisfied by another human being, however wonderful this may be. Pupils will learn that human love is a sign of the “greater love” of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human love that should be delayed until marriage.

### **Love People, Use Things (IR) (R)**

This session explores some key issues for Year 9 pupils regarding sexual desire, casual sex, pornography and masturbation. It will empower pupils to love people and use things, rather than the other way around.

### **In Control of My Choices (R) (IR) (S)**

This session helps pupils to understand the difference between love and lust and the importance and benefits of delaying sexual intimacy. Pupils will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices.

### **Fertility and Contraception (S) (IR) (R)**

Through interviews with experts and testimonies from couples, pupils will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will also be taught the Church’s teaching on contraception and the value of life, and the specifics of how different contraceptives function.

### **Marriage (S) (IR) (R)**

In this session, pupils will discuss various types of committed relationships (e.g. civil marriage, civil partnerships, forced marriage, monogamy, etc) leading to teaching about the nature and importance of sacramental Christian marriage. Pupils will also be encouraged to consider their own future relationship plans and give thought to developing the virtues they will need.

### **One Hundred Percent (O) (S) (IR)**

In this lesson, pupils will learn about non-physical and online consent. They will learn that consent given under pressure or coercion is not true consent.

### **Knowing My Rights and Responsibilities (S) (O) (L)**

The final session of this programme explores issues around physical consent and sexual exploitation. It also explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.

Years 10-11 (F) (R) (O) (S) (IR) (L)

Within the GCSE specification, there is a module entitled 'Issues of Relationships'. This module teaches pupils the diversity of Christian approaches to:

- family life;
- marriage;
- cohabitation;
- divorce and separation;
- sexual relationships;
- chastity;
- contraception and family planning;
- homosexuality and same-sex relationships.

### **Sixth Form (R) (F)**

The Religious Studies Department run a course on the Philosophy of Personhood for the L6. This invites students to consider the value and dignity of all people, and to reflect upon how their actions and attitudes can promote this innate dignity possessed by all human beings.

We also run a six-week course called 'Sycamore' which provides a basic introduction to the Catholic faith. Within this are discussion questions that touch on the meaning of life, happiness, love and belonging.

### **PSHE Curriculum**

RSHE is taught as part of a broad PSHE curriculum. This curriculum follows the thematic programme builder from The PSHE Association. It has three main strands – Health & Wellbeing, Living in the Wider World, and Relationships. [Link to this](#) To follow this curriculum, a wide range of resources are used, including resources from the PSHE Association, resources from other specialist authors and some sessions in Year 10 and Year 11 from the TenTen 'Life to the Full' programme.

## Sixth Form – CoRE Programme

Our sixth form programme incorporates citizenship issues alongside RSHE themes, revisiting important topics covered in the lower school in a style and format suited to older pupils. This sometimes includes visiting speakers as well as discussion or debate.

### **Year 12** (F) (R) (O) (S) (IR) (L)

Discrimination and the Law (dealing with the Equality Act, sexual/gender discrimination) etc (Citizenship)

Age of consent, sex and choices – RSHE

Parenthood – RSHE

Contraception with ref to STIs and STDs – RSHE

Pregnancy and Abortion – RSHE

### **Year 13** (F) (R) (O) (S) (IR) (L)

Self-Image and body image – RSHE

Coercive Relationships - RSHE

Alcohol and Drug Awareness and safety

Sexuality and the Civil Rights Movement (Citizenship)

Homosexuality and the Catholic Church (6F RS/Citizenship)

**Appendix 2. Parent form: withdrawal from sex education within RSHE**

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships, sex and health 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 |  |