



HOLY TRINITY

A Catholic and Church of England Voluntary Academy
The Hallam Schools' Partnership Academy Trust

Relationships and Sex Education policy

School mission statement

Holy Trinity celebrates the uniqueness of every person as a child of God. We seek to create an inclusive and supportive learning community, based on Gospel values, that nurtures each individual in order that they reach their full potential.

1. Introduction

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a "positive and prudent sexual education", which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic & Church of England vision of education and the human person.

Holy Trinity is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This provides many positive and exciting opportunities, but also challenges and risks. In this environment, 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 safe and positive way. We want to support pupil wellbeing, help them develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

In this policy the Governors and teachers, in partnership with pupils and their parents/carers, set out their aims and their approach to our RSE provision at Holy Trinity.

2. Legislation & Guidance

From September 2020, we have a mandatory requirement to teach Relationships, Sex and Health Education (RSHE). We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

3. Definition – What is Relationships, Sex and Health Education?

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”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

In RSE pupils will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs.

In our primary phase, the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. This will sit alongside the essential understanding of how to be healthy.

In the secondary phase, RSE builds on the knowledge acquired at primary and gives 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). It will teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how situations can be managed. The secondary curriculum will focus on risk areas such as drugs, tobacco and alcohol.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. The new subject content will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

4. Rationale

‘I have come that you might have life and have it to the full’ (John 10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic and Church of England school. Our approach to RSE therefore is rooted in the Catholic & Church of England teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales, the Church of England and as advocated by the DfE, RSE will be firmly embedded within the curriculum as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated. The school will aim to ensure through a faith motivated and person centred approach that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual respect, dignity and responsibility, free from any abuse or exploitation and to accept their own and others' sexuality in positive ways and as a gift essential to their personal identity.

All RSE will be taught in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with and respect different sets of values. It will also prepare pupils for life in modern Britain. We aim to support pupils to make the right decisions and keep themselves safe and happy.

5. Objectives

The DfE guidance defines RSE as "lifelong learning about physical, moral and emotional development, it is about understanding the importance of marriage and family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health". The DfE identifies three main elements: "attitudes and values, personal and social skills and knowledge and understanding".

1. Attitudes and Values

Pupils are taught to examine the value of family life, marriage and civil partnerships, and stable and loving relationships for the nurture of children. They are also encouraged to explore and consider moral dilemmas. RSE can also help pupils to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions.

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.

2. Personal and Social Skills

RSHE encourages pupils to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Pupils are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

3. Knowledge and understanding

RSHE focuses on understanding physical development at appropriate stages. The students will explore: human sexuality, reproduction, sexual health, emotions and relationships.

To **know and understand**:

- the Catholic & Church of England teaching on relationships and the nature and meaning of sexual love;
- the Catholic & Church of England teaching on marriage and the importance of marriage

and family life;

- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

6. Inclusion and differentiated learning

We will ensure that RSE is taught sensitively and exclusively to the different needs of individual pupils in respect to pupils' different backgrounds, abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

RSE will be accessible for all pupils. High quality teaching will be differentiated and personalised to ensure the curriculum is accessible for all.

7. Equalities obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

8. Curriculum

RSE at Holy Trinity will be taught within a safe environment to explore sensitive topics. Teachers will create a supportive and secure atmosphere where students have the confidence to talk, listen and ask appropriate questions. Teachers will do this by establishing ground rules with pupils and emphasise the importance of mutual respect.

RSE will be set in the context of a wider whole-school approach. It will be delivered in a variety of ways and by teachers from different subject areas. We will also use external organisation to enhance the delivery of RSE and use staff from external agencies such as South Yorkshire Police, South Yorkshire Ambulance Service and the local authority to provide specialist and age appropriate support, for some aspects of the curriculum. RSE will be integrated into other areas of the curriculum e.g. PE, Health and Social Care, Science, Food Technology and Religious Education.

The programmes of study will show progression through the primary and secondary phase as the content and concepts will increase in depth and complexity, as pupils mature physically, intellectually, emotionally and socially. Teachers will be aware of the levels of development of their pupils, they will identify existing knowledge and needs and build on them appropriately.

Assessment in RSE will take place in the form of low stake quizzes/questionnaires, questioning and self-assessment using confidence charts.

[Appendix 1 - Primary RSHE DfE Outcomes.docx](#)

[Appendix 2 - Secondary RSHE DfE Outcomes.docx](#)

[Kitemark Assured PSHE and SMSC e-Learning | 1decision](#)

[Long Term Plan for Primary PSHE inc RSE at Holy Trinity.docx](#)

[TenTenSecondary Overview.jpg](#)

Balanced curriculum

Whilst promoting Catholic & Church of England values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a broad and balanced curriculum by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. 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 & Church of England teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Roles & Responsibilities

Parents and carers

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

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders, up to and until three terms before their child turns 16. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning.

We ask for support from parents in allowing us to deliver our RSE curriculum to pupils with sensitivity towards their needs. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice.

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

Other roles and responsibilities regarding RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;

- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

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

RSE Co-Ordinator

The co-ordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

They will monitor the delivery of the RSE curriculum and ensure that the resources used to teach the curriculum are relevant, accessible and of a high standard.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Class teachers and form tutors will be expected to teach RSE in accordance with the Catholic & Church of England ethos of the school. Appropriate training will be made available for all staff teaching RSE.

9. Controversial or Sensitive issues

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

10. Supporting children and young people who are at risk

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

11. Monitoring and evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work and assessments, at regular intervals. The programme will be evaluated annually by means of questionnaires, response sheets, needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

The school will consult with;

- pupil focus groups / school council
- questionnaires to parents / carers, any meetings etc.
- review of RSE curriculum content with staff and pupils
- consultation with wider school community e.g. school nurse
- consultation with school governors

12. Links with other policies

- Safeguarding policy
- Anti-bullying policy
- E-safety policy
- Equality information

13. Policy Review

This policy will be reviewed every 2 years by the Ethos, Welfare and Admissions Committee of the Governing Body.

The policy was last reviewed and agreed by the Ethos, Welfare and Admissions Committee of the Governing Body on 10 June 2021 and is due for review before 10 June 2023.

Head Teacher



Chair of Committee

