



## PASTORAL CURRICULUM POLICY (DRAFT)

The school motto is 'Laborare et Orare'  
This is a Latin phrase that means to 'work and pray'



**Charity** is an exercise, a training, a discipline of shaping our character to become less of 'me', but more of 'us', as the community. **Charity means** giving something to those in need without an expectation or wanting something back in return.



**Humility**, you are humble when you are free from pride and arrogance. You know that in your flesh you are inadequate, yet you also know who you are in Christ. **Humility** or humbleness is a quality of being courteously respectful of others. It is the opposite of aggressiveness, arrogance, boastfulness, and vanity. Rather than, "Me first," **humility** allows us to say, "No, you first, my friend."



**Simplicity**, the quality or condition of being easy to understand or do, the quality or condition of being plain or uncomplicated in form or design, the focus of being unconcerned with the latest fads remembering to focus on the important things – being more not simply wanting more'.



**Service is something that we do** to others, where we show love and kindness to everyone, even to those who do not treat us well. We can serve others in many ways, and we should ensure that we use every opportunity that we can. Relationships and showing that we care is one of the most valuable ways to serve others.



**Unity** is oneness; **unity** is not uniformity. Unity is about standing together for those things that are right and decent, for those who need support, for justice and reconciliation.



Policy Owner	SLT Pastoral
Type of policy	Regulatory
Regulatory Body:	Department for Education / Ofsted /CES
Last reviewed by / date:	N/A
Next review date:	
Circulation	All Staff, Parents Careers, Pupils & Governors School Website
Linked Policies:	Curriculum, Anti-Bullying, Safeguarding and Equalities

**Extract from Bishop Mark’s letter:**

I am aware that it is sometimes difficult for the Church’s teaching to be heard, received and understood, particularly in cultural conditions which incline people to think in radically different ways and where individuals feel under threat to accept and outwardly conform to a new, secular orthodoxy. We respect and value all people, no matter how much their views or lifestyles may be at variance with the teaching of Christ. Pastoral charity must always mark our response to others even in the most challenging circumstances; for in imitation of her Master, the Church is called to love all people in a charity that embraces even those who disregard or disagree with her teaching. The Catholic Church firmly believes that she has received this teaching from Christ and she must always remain faithful to it. We must also be ready to ask those who today challenge the Church’s teaching on human sexuality to respect the integrity of this teaching. We ask them not to misrepresent Christian doctrine as somehow promoting the disregard or even hatred of other people, for this would be a complete parody of the truth.

At the perennial heart of Catholic sexual morality lies the dignity of the human person made in the image and likeness of God, redeemed by Christ, and called to eternal life. As Christians, we recognise that through the grace of our Baptism we are sons and daughters of the Father in Jesus Christ and temples of the Holy Spirit. This is the light in which we ultimately perceive how to treat each other and what is consonant with our human dignity and calling, and what is not.

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From DfE Statutory Guidance 2019

## Scope of this policy

This policy has been written in accordance with our school Mission Statement. Harrytown Catholic High School as a Christian community dedicated to successful learning by all its members will strive:

- ❖ To live the Gospel
  - ❖ To promote excellence and achievement for all
  - ❖ To nurture partnerships
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- By proclaiming and living out the faith of the Catholic church, supporting each other in the shared endeavours of teaching and learning, prayer worship and charitable works
  - By promoting and practising just and caring attitudes and actions towards all persons
  - By respecting the unique value of each individual and seeking therefore to respond to the talents and needs of all its members in an environment of praise and celebration, nurturing self esteem and mutual encouragement
  - By ensuring that the most effective opportunities for the education of pupils are established in all areas of the curriculum
  - By pursuing the highest standards in all we do and by constantly seeking improvements
  - By developing and maintaining close co-operation with the parents who entrust their children to us, with the parishes who also seek the spiritual and religious formation of our young people, with our local associated schools and colleges and with the wider community.

### 1. Policy Context and Rationale

- 1.1 This policy covers Harrytown Catholic High School referred to in this policy as “the School”, and sets out the School’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.
- 1.2 In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

A number of stakeholders have consulted on and helped shape the Schools RSE & PHSE scheme of study including.

- 1.2.1 The School Council with pupils sharing their feelings and opinions on the structure, content and delivery of the resource. Changes were suggested and supported to maximize engagement of all learners.
- 1.2.2 In addition, all parents were encouraged to complete an online survey enabling them to be involved in shaping the policy further.
- 1.2.3 Governors have reviewed the content of both the policy and the schemes of study and contributed to their final format.
- 1.3 The pastoral curriculum provides a significant contribution to the schools’ responsibility to:
- 1.3.1 promote children and young people’s wellbeing



- 1.3.2 achieve the whole curriculum aims
  - 1.3.3 promote community cohesion
  - 1.3.4 provide careers education
  - 1.3.5 provide relationships and sex education
- 1.4 The policy is informed and underpinned by the Schools' values including charity, Humility, Simplicity, Service and Unity. The Pastoral curriculum incorporates a wide variety of topics and schemes which have previously been known as Citizenship, PSHE, Personal Welfare and RSE and it aims to develop:
- 1.4.1 Successful learners who enjoy learning, making progress and achieving
  - 1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives in accordance with our Christian values
  - 1.4.3 Responsible citizens who make a positive contribution to society
- 1.5 Harrytown Catholic High School is designated as a voluntary aided school and holds its long tradition of advancing education for its pupils, very dearly. The church is committed to considering schools as of great importance to Christ's faithful, since they are the principal means of helping parents to fulfil their role in education.. This requires the teaching and living out of our values in our daily lives. Pupils are also taught explicitly about British Values which are defined as:
- 1.5.1 Democracy & the rule of law
  - 1.5.2 individual liberty
  - 1.5.3 mutual respect
  - 1.5.4 and tolerance of those of different faiths and beliefs.
- These values are taught explicitly through our Pastoral Curriculum as well as through the School's broad and balanced curriculum.
- 1.6 Parents will be informed about the policy through parent mailings and the policy will be made available through the school website.

## **2 Legislation (Statutory Regulations and Guidelines)**

- 2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
  - 2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society



2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

### 3 Roles and Responsibilities

3.1 From September 2019 PSHE and RSE delivery across the School will be monitored by the Lead Teacher of PSHE.

### 4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

#### **KS3, 4 & 5**

- RSE is delivered through the diocesan approved provider Ten Ten resources and scheme of work
- PSHE Curriculum delivered by PSHE teachers in fortnightly timetabled lessons
- Weekly tutor periods addressing topical issues affecting young people
- Assemblies and Thursday Thought addressing a range of PSHE issues
- Through involvement in the life of the school and wider community
- PSHE through pastoral care and guidance
- PSHE Curriculum delivered by external speakers and supported by the PSHE Department
- Pupil and staff led assemblies and Mass in the chapel addressing a range of PSHE issues
- Use of the Ten Ten resource as a source of PSHE and RSE content and scope
- PSHE is taught through other subjects/curriculum areas e.g. RE
- PSHE delivered through whole school and extended timetable activities e.g. assemblies
- PSHE enabled through specific projects e.g. activities week

#### ***An overview of our aims***

The aim of RSE in the School is to give pupils 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 should 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 such situations can be managed.

**Best Practice in PSHE Education:**

- Any new topic in PSHE will be introduced taking into account pupils' prior knowledge
- Research shows that attempt to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices.
- Pupils are helped to make connections between PSHE education and their 'real life' experiences.

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## 5.

- 5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

## 6 Equality of Opportunity

- 6.1 Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate; to deal with particular disadvantages affecting one group because of protected characteristics.
- 6.2 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum.

## 7. Dissemination

*The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.*

## DEFINING RELATIONSHIP & SEX EDUCATION

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"<sup>1</sup>. 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.





The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”<sup>2</sup>.

## **STATUTORY CURRICULUM REQUIREMENTS**

The Department for Education states that ‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’

*However, the reasons for our inclusion of RSE go further.*

## **RATIONALE**

### **‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.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 school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.*

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

*Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of 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.*



*All RSE will be 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 different sets of values.*

## **VALUES AND VIRTUES**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

## **AIM OF RSE AND THE MISSION STATEMENT**

*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"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.*

## **Objectives**

*To develop the following attitudes and virtues:*

- *reverence for the gift of human sexuality and fertility;*
- *respect for the dignity of every human being – in their own person and in the person of others;*
- *joy in the goodness of the created world and their own bodily natures;*
- *responsibility for their own actions and a recognition of the impact of these on others;*
- *recognising and valuing their own sexual identity and that of others;*
- *celebrating the gift of life-long, self-giving love;*
- *recognising the importance of marriage and family life;*
- *fidelity in relationships.*

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

- *making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;*
- *loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;*

- *managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;*
- *managing conflict positively, recognising the value of difference;*
- *cultivating humility, mercy and compassion, learning to forgive and be forgiven;*
- *developing self-esteem and confidence, demonstrating self-respect and empathy for others;*
- *building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;*
- *being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;*  
*assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.*

**To know and understand:**

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

**Outcomes**

**INCLUSION AND DIFFERENTIATED LEARNING**

*We will ensure RSE is sensitive to the different needs of individual 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 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).*

**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. BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum. It will be delivered through Ten Ten schemes of work and resources whose mission is to enable Catholic schools to deliver an RSE programme that truly enables their students to live "life to the full" (John 10:10). They are an independent Catholic educational organisation that has been working at the forefront of delivering RSE in Catholic primary and secondary schools since 2007. For the past 2 years, they have been working in partnership with dioceses and schools throughout the UK to develop the integrated programme.

The program covers...

	<b>Autumn 1 Michaelmas Health and well Being</b>	<b>Autumn 2 Michaelmas Health and well Being</b>	<b>Spring 1 Lent Living in the Wider World</b>	<b>Spring 2 Lent Living in the Wider World</b>	<b>Summer 1 Trinity Relationships</b>	<b>Summer 2 Trinity Relationships</b>
<b>Year 1</b>	1 What do you mean by a healthy lifestyle? 2 How can I keep healthy 3 Eating 4 Exercise 5 Dangers of cigarettes & Alcohol 6 Introduction to mental health 7 What are drugs 8 How we manage our anger	1 Introduction to mental health 2 What are drugs 3 How we manage our anger	1 Being an aspirational student 2 importance of self esteem 3 Budgeting 4 How to create a budget plan 5 What are Savings 6 Loans and Interest 7 What Are different types of financial transactions	1 How can we shop ethically 2 What are wants and needs why important to know difference 3 How can we enjoy social media but stay private and safe online 4 What is stereo typing and prejudice? Racism focus 5 How can we be resilient and face challenges?	The Facts of Life Session 1: Film and discussion session Session 2: Seeking and Offering Support Session 3: Looking in the Mirror 1 Religious Understanding / who am i 2 My Body/changing bodies 3 Emotional wellbeing/	4 Life cycles Where we come from 5 Personal relationships/ Family and Friends 6 Keeping safe/ my life on Screen 7 Wider World/ living responsibly



					healthy inside and out	
Year 2	1 Personal development and target setting 2 How can self confidence boost achievement	1 How can we look after ourselves and others and others in an emergency 2 What is vaping and is	1 Internet safety 2 How can we care for our environment and why is it changing	1 Finance expenditure 2 Finance personal finances 3 Career what is NI and income tax	The trouble with Max Session 1: Film and discussion session Session 2:	4 Life cycles Before I was born 5 Personal relationships/ When relationships get tough

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	<p>How can I manage behaviour to achieve targets and goals Why do teenage parents have it so tough discrimination and prejudice</p>	<p>this as bad as smoking 3 What is mindfulness 4 Emotional literacy why is self-awareness in our actions towards others so important 5 Cancer awareness</p>	<p>Careers and development focus team work How can we become entrepreneurs 5 Finance career</p>	<p>Why do we pay tax Stereotyping, discrimination and prejudice</p>	<p>Trust the Truth (Part 1) Session 3: Trust the Truth (Part 2) Religious Understanding / Created and Chosen My Body/changing bodies Deepest identity Emotional wellbeing/ What do I do with these feelings?</p>	<p>Keeping safe/ Think before you share Wider World/ Living in an unjust world</p>
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<p>Year 3</p>	<p>Why do we need to keep rules in order to succeed Growth mind-set How can I develop interpersonal skills to help me succeed How can we manage the stress of school exams 5 Why do people take illegal drugs and what does the law say about drug use 6 Why do people become selfie obsessed and the consequences this can have</p>	<p>What are the short and long term consequences of excess alcohol What is self- harm and why do people do this Why can't some people access education How are protected from prejudice and discrimination 5 Mental health dealing with anxiety 6 Acid attacks why on increase and can we do if we witness one 6 Responsible health choices</p>	<p>1 Knife crime and the impact on communities 2 How does the law deal with young offenders Self- discipline and goal setting Employable skills preparing for the work force 5 What skills do we need to develop for the work environment 6 What does it mean to be enterprising and what is an 'enterprising personality'</p>	<p>What is sustainability and why is this essential to our environment Navigating accounts, savings loans and financial institutions What rights do we have as shoppers and consumers How can I stay financially savvy and avoid debt What can we learn from successful business people and entrepreneurs 6 Should we send aid to foreign countries- is aid the answer 7 How can extreme views lead to human rights abuses and atrocities How do charities like</p>	<p>Love Honour Cherish Session 1: Film and discussion session Session 2: The Gift of Self Session 3: The Gift of Sex</p>	<p>Religious understanding / the search for love My body/ Love people use things Emotional wellbeing/ In control of my choices Life cycles/ fertility and contraception 5 Personal Relationships/ Marriage Keeping Safe/ one hundred percent Wider world/ Knowing my rights and responsibilities</p>
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Year 4	1 How can we manage our time effectively to help succeed 2 Can tattoos and piercings be dangerous 3 Why do some people commit suicide 4 How can we manage social anxiety 5 Why do some people become homeless and why is homelessness on the increase	What are hate crimes and why do these still happen What is binge drinking what are the risks and why do people still do it Study skills the power of mind and memory Social Media and self Esteem Internet safety How can we take steps to live more sustainably	1 What is Fake News and why do we need critical thinking skills 2 What is anti- social behaviour and how does this affect communities 3 Preparation for work experience Rights and responsibilities in the work place What is money laundering why are some students taken in by this crime What are employers looking for in a CV British values how does the criminal justice system work	What is overt and covert racism and Why are still people prejudiced Why do some religious people become terrorists Why pursue a career in the STEM industries 5 How do we choose a career that suits our personality, ambition and qualifications Crime, gangs and county lines Why do we still need international women's day	Babies Session 1: Film and discussion session Session 2: Responding to an Unexpected Pregnancy Session 3: Safe Sex or Save Sex?	1 Religious understanding / Body Image 2 Emotional wellbeing/ Values, Attitudes and beliefs Life cycles/ Pregnancy and Abortion Personal Relationships/ parent hood: ready or Not Keeping Safe/ Exploitation Wider world/ moral Questions
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Year 5	1 Why is PHSE so important 2 Risk taking 3 Gambling and online Gaming 4 Perseverance and procrastination	1 How can we celebrate diversity and our identities 2 What is body positivity and why is this controversial 3 Personal safety in the wider world	GCSE Revision and study skills Applying to college and university Independent living Internet safety the dark web	1 How can trade unions protect our rights at work 2 What is cyber crime 3 How to prepare for a job interview 4 Globalisation how it affects us	Truth and Lies Session 1: Film and discussion session Session 2: Truth or Lie? (Part 1) Session 3: Truth or Lie? (Part 2)	Religious understanding / Respect Emotional well being/ Keeping well outside the house Life cycles/ Family time 4 Personal Relationships/
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	<p>Privilege how does this affect us all          Why do we need sleep and how does sleep deprivation affect us          Why is our digital footprint important</p>	<p>4 Fertility and reproductive health issues          5 First Aid</p>	<p>5 How is plastic pollution destroying our environment          6 How can we protect animal rights and aid sustainability</p>	<p>What is multiculturalism          What is right wing extremism          7 Why is health and safety at work so important</p>		<p>cant stop the feeling          Keeping Safe/ Sexual health          Wider world/ It's a hard world</p>
Year 12	<p>Physical &amp; Mental Health          1 Challenges &amp; issues facing adolescent males          Positive mental health &amp; resilience          Addiction ( alcohol, drugs, gambling, gaming)          Health check ups</p>	<p>Relationships &amp; the Law          Ten Ten Life in sixth form          Session 1: Film and discussion session          Session 2: Life in Sixth Form (Part 1)          Session 3: Life in Sixth Form (Part 2)</p>	<p>IMAGE &amp; Identity          Gender          Sexual Orientation          Body image &amp; media</p>	<p>21st century Britain          Changing nature of society          Attitudes towards other faiths and cultures          Importance of Advocacy</p>	<p>Issues facing adolescents          Peer pressure          Gang culture          Knife crime          Online safety and online profiles          Online abuse          Media          'Banter' culture vs Bullying</p>	<p>Careers &amp; UCAS</p>
Year 13	<p>Careers &amp; UCAS</p>	<p>Citizenship          Politics          Democracy          Voting          Global          5          Responsibility          6          Ethics of War          7          Environmental Ethics</p>	<p>Preparing for the world          Finance          Road safety          Basic cooking skills &amp; cooking on a budget</p>	<p>Extremism &amp; Radicalization          1 Case Studies          Dangers of Stereotyping          Tolerance          Respect          Democracy</p>		

## **PROGRAMME / RESOURCES**

Ten Ten schemes of work and resources can be found at [https://www.tentenresources.co.uk/wp-content/uploads/2019/06/Enabling-Catholic-secondary-schools...FINAL\\_.pdf](https://www.tentenresources.co.uk/wp-content/uploads/2019/06/Enabling-Catholic-secondary-schools...FINAL_.pdf)

Appendices to this policy provide further information about the programme and resources for suggested use.

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**Teaching strategies will include:**

- ☐ *establishing ground rules*
- ☐ *distancing techniques*
- ☐ *discussion*
- ☐ *project learning*
- ☐ *reflection*
- ☐ *experiential*
- ☐ *active*
- ☐ *brainstorming*
- ☐ *film & video*
- ☐ *group work*
- ☐ *role-play*
- ☐ *trigger drawings*
- ☐ *values clarification*

**9. Monitoring & Assessing:**

9.1 The PSHE Department is reviewed on a 2-yearly basis as part of the School departmental review plan. The review is comprised of lesson observations, pupil voice interviews and a departmental report.

**9.2 Areas for assessment:**

9.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

9.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

**10. PARENTS AND CARERS**

*We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating 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 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 will be 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.*

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.' (DfE) Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Good practice is also likely to include the Principal discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes

10.2.1 Before granting such a request, the Principal of the School will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

10.2.2 The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

10.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.4 The School will keep a record of all such decisions.

*We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.*

There is no right to withdraw from Relationships Education or Health Education.' (DfE, June 2019).

## **BALANCED CURRICULUM**

*Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme 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 (in secondary schools/academies 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 pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.*



## **11. RESPONSIBILITY FOR TEACHING THE PROGRAMME**

*Responsibility for the specific relationships and sex education programme lies with PSHE team.*

*However, 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.*

### **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 developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'<sup>4</sup>.*

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

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## **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.*

### **PSHE/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 may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

### **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. 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.*

## **12. RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

*This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)*

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

*Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.*



### **13. CHILDREN'S QUESTIONS**

*The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.*

#### **Controversial or Sensitive issues**

*There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and 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, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.*

#### **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

*Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils 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 policy and immediately inform the designated senior member of staff responsible.*



#### **14. CONFIDENTIALITY AND ADVICE**

*All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.*

*All lessons, especially those in the RSE programme, will have the best interests of 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 it means 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 pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken*

#### **15. 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 at regular intervals. The programme will be evaluated biannually 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.*

## Appendix A – From DfE Statutory Guidance 2019

### By the end of primary school:

#### Families and people who care for me

Pupils should know:

- ② that families are important for children growing up because they can give love, security and stability.
- ② the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- ② That families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- ② that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- ② that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- ② how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### Caring friendships

Pupils should know:

- ② how important friendships are in making us feel happy and secure, and how people choose and make friends.
- ② the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- ② that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- ② that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- ② how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

Pupils should know:

- ② that people sometimes behave differently online, including by pretending to be someone they are not.
- ② that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- ② the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- ② how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- ② how information and data is shared and used online.

### **Being safe**

Pupils should know:

- ② what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- ② about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ② that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- ② how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- ② how to recognise and report feelings of being unsafe or feeling bad about any adult.
- ② how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- ② how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- ② where to get advice e.g. family, school and/or other sources.

## Appendix B – From DfE Statutory Guidance 2019

### By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

#### Families

Pupils should know;

- ② that there are different types of committed, stable relationships.
- ② how these relationships might contribute to human happiness and their importance for bringing up children.
- ② 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.
- ② why marriage is an important relationship choice for many couples and why it must be freely entered into.
- ② the characteristics and legal status of other types of long-term relationships.
- ② the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- ② 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

Pupils should know,

- ② 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.
- ② practical steps they can take in a range of different contexts to improve or support respectful relationships.
- ② 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).
- ② 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.
- ② about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- ② that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- ② what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- ② 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.

## Online and media

Pupils should know;

- 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.

## Being safe

Pupils should know;

- 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).

## Intimate and sexual relationships, including sexual health

Pupils should know;

- ② 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.
- ② 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.
- ② the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- ② that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- ② that they have a choice to delay sex or to enjoy intimacy without sex.
- ② the facts about the full range of contraceptive choices, efficacy and options available.
- ② the facts around pregnancy including miscarriage.
- ② 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.
- ❑ 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.

## The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- ❑ Marriage
- ❑ consent, including the age of consent
- ❑ violence against women and girls
- ❑ online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- ❑ pornography
- ❑ 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)