



St. John Vianney School

Steps to Independence & Education for Life

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Note to Governors; the RSE and PSHE policies are being reviewed by our new AHT, Mr Harris and Ms Nesbitt this year, to ensure they reflect fully our PSHE and RSE practice. There are limited changes to both policies, at this point, and any further changes will be made during the next academic year to ensure the policies fully reflect the delivery of both subjects.



SAINT JOHN VIANNEY R C SCHOOL



THE MISSION STATEMENT OF ST JOHN VIANNEY RC SCHOOL

At St John Vianney School we celebrate the uniqueness of every child and the God given gifts they bring each day to our learning community.

Inspired by the example of Jesus Christ we are a school where every child and young person is highly valued and encouraged to give their best.

Building on our Roman Catholic foundations we aim to foster an engaging, nurturing and safe environment, within which our children thrive and achieve their full potential.

Our St John Vianney family is dedicated to fostering independence and educating resilient, lifelong learners, who are empowered to enrich their own lives and those of others.

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Statement of intent

At St John Vianney RC School, we understand the importance of teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

The teaching of Relationship and Sex Education (RSE) can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, age and needs appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum will be organised and delivered, to ensure it meets the needs of all pupils, whilst fully accounting for and considering the School's Roman Catholic status and our SEND cohort.

Defining Relationship and Sex Education

The DfE guidance states "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 primary schools the focus should be 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.

In Secondary schools RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."

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 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. It will also prepare pupils for life in modern Britain.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2023) 'Keeping children safe in education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

This policy operates in conjunction with the following school policies:

- Behaviour Policy

- SEND Policy
- Online Safety Policy
- Equality Policy
- Child Protection and Safeguarding Policy
- PSHE Policy

2 Objectives

2.1 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.

2.2 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.
- treating others with equal respect regardless of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation.

2.3 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.
- to know and understand the law, in an age appropriate way, with regard to sexual activity, especially with regard to:
 - consent and coercion (including Forced Marriages)
 - age and persons in authority

3. Roles and Responsibilities

3.1 At St John Vianney RC School the Governing Body is responsible for:

- Ensuring that the RSE policy and its implementation are consistent with the school's legal obligations and up to date government guidance.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE curriculum is well-led, effectively managed and well-planned.
- Ensuring that the quality of provision is regularly and effectively evaluated.
- Ensuring that teaching is delivered in ways that are accessible to all SEND pupils.
- Ensuring that parents are provided with clear information on the subject content and the right to request that their child be withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the School can fulfil its legal obligations.
- Maintaining and developing the Roman Catholic ethos of the school.

3.2 The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the

nature and purpose of the curriculum, including the benefits of receiving the education.

- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the Governing Body on the effectiveness of this policy and the curriculum.

3.3 The RSE subject leader is responsible for:

- Overseeing the delivery of RSE.
- Working closely with colleagues in related curriculum areas to ensure the RSE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age and need-appropriate and of high-quality.
- Reviewing changes to the RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Supporting colleagues to develop their expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

3.4 Class teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE in a sensitive way, which is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE.
- Liaising with the SENCO about identifying and responding to the individual needs of our pupils.
- Liaising with the RSE subject leader about key topics, resources and support for individual pupils.

- Monitoring, recording and reporting on pupil progress in RSE.
- Reporting any concerns regarding the teaching of RSE to the RSE subject leader or the Headteacher.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the delivery of subject content to the Designated Safeguarding Lead (DSL).
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3.5 The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

4. **Organisation of the RSE curriculum**

4.1 All schools providing primary and secondary education are required to deliver statutory RSE.

4.2 For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

4.3 The RSE curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

4.4 We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

4.5 The majority of the RSE curriculum will be delivered through Personal, Social and Health Education (PSHE), with statutory elements taught via the Science curriculum.

4.6 The RSE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

4.7 The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE)' guidance.

- 4.8 The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area, including our Roman Catholic nature and the expectations of the Diocese of Salford.
- 4.9 The school will consider the varying religious backgrounds of all pupils when planning teaching, to ensure all topics included are appropriately and sensitively handled.
- 4.10 The RSE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

5. **RSE subject overview**

- 5.1 The RSE programme of study has 5 learning themes as set out/defined though the adopted curriculum: '**A Journey in Love**' approved by the *Catholic Education Service*. This complements and sits within the overarching 'Core' themes of the PSHE curriculum: *Health and Wellbeing, Relationships and Living in the Wider World*. Pupils in Key Stage 1 and 2 engage in activities, which provide the first building blocks of knowing what a positive and healthy relationship is, with particular reference to families and friendship, and relationships with other children and adults. Supporting our RE curriculum pupils will explore their relationship with God.
- 5.2 These are the 5 Themes for Learning, which underpin and further enhance their knowledge.

Themes for Learning:

1: Physical - understanding how our bodies work.

2: Social - families, friends and relationships.

3: Emotional - understanding and managing feelings and making the right choices.

4: Intellectual - knowledge and facts and applying them to remain happy and safe.

5: Spiritual - reflecting on what has been learnt and our special relationship with God.

- 5.3 In **Key Stage 1/2** pupils will gain knowledge in the following subject areas in accordance with guidelines set out by DfE and PSHE Association:

By the end of KS2 pupils will know:

Our Bodies

Pupils will learn about their bodies, how they work, how they change and how to take care of themselves. They will understand the importance of maintaining a positive body image and will learn:

- Similarities and differences in what we look like.
- How our bodies change as we grow.
- Introduction to Puberty and Reproduction.
- That their bodies belong to them and should be treated with respect, and that it is wrong for them to be harmed or treated inappropriately. This includes Female Genital Mutilation (FGM), which is illegal in the UK.
- That the bodies of others must be treated in the same way.
- What to do and whom to contact if they feel someone is behaving inappropriately.

Lessons will be developed to secure enhanced knowledge and understanding on:

- Wonder at God's Love – Physical & Social
- God Loves Us In Our Uniqueness – Physical
- God Loves Me In My Changing And Development – Physical & Intellectual
- The Wonder of God's Love In Creating New Life – Physical

Families

Pupils will learn about the importance of the 'family' and the vital role they play in our lives and in fostering our development. They will learn:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members and the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, may be different from theirs, but those differences should be respected. Families are characterised by love and care.
- 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.
- That marriage is a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Lessons will be developed to secure enhanced knowledge and understanding on:

- We Meet God's Love In Our Family – Physical, Social, Emotional, Intellectual and Spiritual
- The Wonder Of God's Love In Creating New Life In God's Community – Social, Emotional and Spiritual

Respectful Relationships including friendships:

Pupils will gain an understanding of what a healthy and respectful relationship is. They will learn:

- The characteristics of a healthy relationship including friendships at school and outside of school.
- Recognising an unhealthy relationship and what actions can be taken to improve or report an issue.
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- Understanding what a stereotype is and how it can have damaging consequences including prejudice, discrimination and bullying.
- How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.
- The meaning and importance of respect and everybody's right to be respected.
- The meaning and importance of community and a sense of belonging.
- How to access advice and support to help manage their own or others' feelings.
- Love and intimate relationships.

Lessons will be developed to secure enhanced knowledge and understanding on:

- God Loves Each of Us in Our Uniqueness – Physical, Social, Emotional, Intellectual and Spiritual
- We Meet God's Love in the Community – Physical, Social, Emotional, Intellectual and Spiritual
- The Wonder of God's Love in Creating New Life – Social, Emotional and Spiritual

Online and Media

Pupils will know the positive aspects of online activity and how to remain safe. They will learn:

- Online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- E Safety – taking the right steps to remaining safe online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.

- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail sentence.

Lessons will be developed to secure enhanced knowledge and understanding on:

- We Meet God's Love in the Community – Social, Emotional and Intellectual
- PSHE Curriculum – Living In the wider world and relationships

Being Safe:

Pupils learn who to speak to for advice and support including child-support agencies. They will learn:

- How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Lessons will be developed to secure enhanced knowledge and understanding on:

- We meet God's love in our family – Emotional
- We meet God's love in the community - Social and Emotional

5.4 In Key Stage 3 RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

By the end of KS3, pupils will know:

Our Bodies

Pupils will know about the physical and emotional changes that occur during puberty. They will learn:

- The physical changes that accompany puberty.
- They must take responsibility for their personal hygiene.
- How we show our love for others through our bodies.
- Human beings communicate feelings through body language and learning to 'read the signs'.

Lessons will be developed to secure enhanced knowledge and understanding on:

- God calls us to love and respect ourselves – Physical, Emotional, Social, Intellectual and Spiritual
- God calls us to love and respect his gift of life – Physical, Emotional and Social

Respectful Relationships Including Friendships

Pupils will know about different types of loving and committed relationships. They will learn:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including its legal status, e.g. that marriage carries legal rights and protections, not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.

Lessons will be developed to secure enhanced knowledge and understanding on:

- God calls us to respect others – Physical, Emotional, Social
- God calls us to love and respect his gift of life – Physical, Emotional and Social, Intellectual and Spiritual

Online and Media

Pupils will know the positive aspects of online activity and how to remain safe.

They will learn:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.

Lessons will be developed to secure enhanced knowledge and understanding on:

- God calls us to love and respect others – Emotional and Social
- PSHE Curriculum – Living In the wider world

5.5 In Key Stage 4 RSE will continue to develop pupils' knowledge on the topics taught at a primary and KS3 level, in addition to the content outlined in this section.

By the end of Key Stage 4 pupils will know:

Our Bodies

Pupils will know how to be responsible about their sexual health. They will learn:

- What contraception is and the emotional and social dimensions of its' use
- What Sexually Transmitted Diseases are and the prevention of contracting them
- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics to treat disease
- Respectful Relationships including Friendships

Lessons will be developed to secure enhanced knowledge and understanding on:

- Contraception and Sexually Transmitted Infections – Physical, Emotional, Social, Intellectual and Spiritual
- Abortion – Physical, Emotional, Social, Intellectual and Spiritual

Relationships:

Pupils will know and understand what constitutes a healthy and happy relationship. They will learn:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Lessons will be developed to secure enhanced knowledge and understanding on:

- Marriage and Family Life – Physical, Emotional, Social, Intellectual and Spiritual
- Family Life – Physical, Emotional, Social, Intellectual and Spiritual
- Divorce and Annulment – Physical, Emotional, Social, Intellectual and Spiritual
- PSHE Curriculum – Ourselves and Loving relationships and self-care

Online and Media

Pupils will know their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.

- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Lessons will be developed to secure enhanced knowledge and understanding on:

Being safe

Pupils will understand how to be safe and the concepts of consent.

- 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 – this includes online.

Lessons will be developed to secure enhanced knowledge and understanding on:

Intimate and sexual relationships, including sexual health

- Pupils will develop and understanding of intimacy and relationship health.
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information (including Catholic teaching e.g. life begins at conception) on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Lessons will be developed to secure enhanced knowledge and understanding on:

Marriage and Family Life – Physical, Emotional, Social, Intellectual and Spiritual
 Contraception and Sexually Transmitted Infections – Physical, Emotional, Social, Intellectual and Spiritual
 Abortion – Physical, Emotional, Social, Intellectual and Spiritual
 PSHE Curriculum: Relationships, Health and Wellbeing and Living In the Wider World

5.6 In Key Stage 5 RSE will continue to develop pupils’ knowledge on the topics taught at Key Stage 4, addressing the relevant issues related to their specific needs.

6. RSE Programmes of Study

RSE Overview

The Programmes of Study have been developed explicitly from the ‘Journey in Love’ schemes, as recommended by the Diocese of Salford Schools’ Advisor for RE and SRE. This is used in conjunction with the ‘Jigsaw’ programme, which is an online subscription based PSHE curriculum. Staff use resources from here to complement the ‘Journey to Love’ scheme.

6.1 Key Stage 1

Lesson/Topic	Aspects of Development				
	Physical	Social	Emotional	Intellectual	Spiritual
Wonder at God’s love	Children focus on their bodies and faces, learning about their uniqueness. Completion of art work.	Looking at their art work finding similarities and differences. Singing action songs about the body.	Children begin to observe facial expressions and discover the beauty of their smiles.	Children focus on the cause of happy and sad feelings and learn to identify them in faces using themselves and photographs	Prayer development to thank God for their bodies.
God loves each of us in our uniqueness	Looking at one another and seeing differences. Learning that differences are a good thing.	Playing games with the class and naming good qualities of other pupils.	How do you feel about your friends? Do you have friends at home and in school? Why do you	It is important to have a friend? Describe the qualities of a good friend.	Read the story Jesus Welcomes the Little Children and discuss children being special to God.

		Who are your friends at home?	play with them?		
We meet God's love in our family	Who is in my family? How many other children have babies/siblings in their family?	Helping and caring for others at home. Helping with the baby; tidying up. Jobs we can do to help.	Sharing happy and sad times at home. How is love shown in your family?	Why do we need to grow up in families? Growing up without a family, how would that be? Reminders of Baptisms from home.	Prayer for families and how we were all born into God's family. Looking at pictures/artefacts of different families
We meet God's love in the community	Do you belong to a community? Defining community and the many groups we belong to.	How do we benefit from communities we belong to? Invite into school, key community members and leaders e.g. priests, police, caretaker etc	How does a community help us to develop our feelings? Role play different scenarios, sad and happy ones.	Could people miss out or feel alone from not belonging to a community? What would they miss? Recognising when other children are lonely or have no friends and what to do.	All pray together-The Lord's Prayer; The Our Father.

6.2 Key Stage 2

Lesson/Topic	Aspects of Development				
	Physical	Social	Emotional	Intellectual	Spiritual
God loves me in my changing and development	Identify and celebrate the way I have changed since birth.	Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences and treatment by others and our	Reflecting on being more sensitive to the emotional development of oneself and others	Discuss the external and internal changes which happen to boys and girls in puberty.	Children share their understanding of change through poetry and/or prayer.

		view of the world.			
The wonder of God's love in creating new life	Explain how human life is conceived. Looking at illustrations of the human body; including reproductive organs.	Recognise and compile a list of the signs of love expressed around us. Reflect on the different degrees of friendship that exist.	Understanding love and how healthy relationships grow. What enables a relationship to grow? What are the characteristics?		Understand that God causes new life to begin through the love that parents have for each other. Celebrate God's creative love in creating us. As Christians we can appreciate the sheer wonder of the sexual act

6.3 Key Stage 3

Theme	Aspects of Development			
	Physical	Emotional & Social	Intellectual	Spiritual
God calls us to love and respect ourselves	<p>We visit physical changes that accompany puberty.</p> <p>Identify and celebrate the way I have changed since year 5 in Primary school.</p> <p>identify the need for responsibility for personal hygiene</p>	<p>Revisit social and emotional changes that accompany puberty.</p> <p>Recognise how our emotions and behaviour change, as we grow up.</p>	<p>Explore what it means to be emotionally intelligent.</p> <p>Explore the differences between boys' and girls' awareness and understanding of the maturing process.</p> <p>Develop an understanding of the need to love self.</p>	<p>Explore our God given uniqueness.</p>

<p>God calls us to love and respect others</p>	<p>Identify how we show our love for others.</p> <p>Reflect on how we know we are loved?</p> <p>Reflect on the circle of love and life and its meaning.</p>	<p>What does it mean to love self?</p> <p>Highlight the difference between love of self and selfishness.</p> <p>Explore the dignity of Each individual and the respect we should have for ourselves and others.</p> <p>Explore feelings of rejection.</p> <p>Consider how we can end relationships, whilst respecting the dignity of the individual.</p>	<p>Examine the meaning of love.</p> <p>Analyse how a loving person behaves.</p>	<p>Explore the link between love and service.</p>
<p>God calls us to love and respect his gift of life</p>	<p>Explore how human beings communicate using body language.</p> <p>Explore the importance of touch in our relationships.</p>	<p>Explore the different types of relationship we enter into throughout our lives.</p> <p>Explore the different nature of our relationships.</p> <p>Reflect on the sacrament of marriage as a sign of God's love for us.</p>	<p>Explore the difference between 'loving', 'being in love' and 'married love'.</p> <p>Explore the various stages in a loving relationship.</p>	<p>Explore 'Where love is present God is present'.</p>

6.4 Key Stage 4

Aspects of Development				
Theme	Physical	Emotional & Social	Intellectual	Spiritual
<p>Marriage and family life.</p>	<p>To understand and appreciate the enriching experience of love in marriage.</p>	<p>To explore the emotional and social dimensions of a happily married relationship.</p> <p>Every marriage is unique. What do we mean by this?</p>	<p>To understand and appreciate the enriching experience of love in marriage.</p>	<p>To reflect on the spiritual basis of the Church teaching on Marriage and the family.</p> <p>It is in belief of the Church that marriage is the rock on which the family is built and, therefore is the rock on which society is built.</p>

<p>Family Life</p>	<p>To identify the physical dimensions of family.</p> <p>To understand the responsibilities of parenthood.</p>	<p>To explore the agony and ecstasy of family life.</p>	<p>To identify the intellectual dimensions of the family.</p>	<p>To reflect on and appreciate how family life enhances the dignity of the individual.</p>
<p>Contraception/ Sexually transmitted infections (STI's)</p>	<p>To examine and understand the different methods of contraception and Church guidance regarding these.</p> <p>(HIV & AIDS) To understand the physical and intellectual implications of all involved in HIV/AIDS.</p>	<p>To explore the emotional and social dimensions of using contraception.</p> <p>(HIV & AIDS) To extend our understanding of the Social and emotional challenges presented by HIV/AIDS.</p>	<p>To examine and understand the different methods of contraception and Church guidance regarding these.</p> <p>(HIV & AIDS) To understand the physical and intellectual implications of all involved in HIV/AIDS.</p>	<p>To extend understanding and appreciation of the dignity of the human person as the temple of God's Spirit.</p> <p>(HIV & AIDS) To reflect on the value and dignity of all suffering from HIV/AIDS.</p>
<p>Abortion</p>	<p>To understand the term abortion and how the foetus develops.</p> <p>Abortion is understood to be the premature expulsion of the foetus from the womb.</p> <p>The Catholic Church teaches that human life begins and is</p>	<p>To identify the emotional and social turmoil before and after abortion.</p>	<p>To understand the term abortion and how the foetus develops.</p> <p>Abortion is understood to be the premature expulsion of the foetus from the womb.</p> <p>The Catholic Church teachings;</p>	<p>To reflect on what Scripture and Church teaching says about the uniqueness of each individual.</p>

	sacred from the moment of conception. 'The consideration of sanctity of life'		abortion as a sin	
Divorce and Annulment	To explore the physical and material effects that divorce has on the family unit.	To reflect upon the social and emotional dimensions of divorce.	To explore the physical and material effects that divorce has on the family unit	To reflect on scripture and what the church teaches on Divorce.

6.5 Key Stage 5

	Aspects of Development			
Theme	Physical	Emotional & Social	Intellectual	Spiritual
God's love calls us to live in responsible loving relationships.	<p>To identify the various ways in which God's invitation to love can call us.</p> <p>Is it the vocation of every human person to live a life of love?</p> <p>What are the different ways of life in which people find themselves? These can be temporary or permanent.</p>	<p>To reflect on the social and emotional facets of responsible loving relationships.</p>	<p>To identify the various ways in which God's invitation to love can call us.</p> <p>Is it the vocation of every human person to live a life of love?</p> <p>What are the different ways of life in which people find themselves? These can be temporary or permanent.</p>	<p>To reflect on the Scriptural basis and Church teaching on loving relationships.</p>

St John Vianney School determines an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in Section 4 of this policy.

7. **Delivery of the curriculum**

7.1 At St John Vianney the majority of the RSE curriculum will be delivered through the PSHE curriculum.

7.2 Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size and will be tailored to meet the learning needs of each pupil.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

7.3 RSE complements several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

7.4 RSE will be delivered by appropriately trained members of staff.

7.5 The curriculum will proactively address issues in a timely way in line with current evidence on pupil's needs and their physical, emotional and sexual development.

7.6 RSE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

7.7 Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

7.8 The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons related to section 5.3; '*God calls us to love and respect others / dignity of each unique individual*'. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ contents, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

7.9 All teaching and resources are assessed by the RSE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the SEND needs of pupils.

- 7.10 Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 7.11 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 7.12 Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the needs, age and cultural background of pupils.
- 7.13 Pupils will be prevented from accessing inappropriate materials on the internet. The prevention measures taken to ensure this happens are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.
- 7.14 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Where one-to-one activity is undertaken staff will ensure all safeguarding precautions are addressed.
- 7.15 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly, within the context of our Roman Catholic character.
- 7.16 The curriculum will be designed to focus on boys and girls equally and activities will be planned to ensure both are actively involved.
- 7.17 Teachers will focus heavily on the importance of Catholic marriage and healthy relationships when teaching RSE, ensuring all children are included and equally valued irrespective of home circumstances.
- 7.18 Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 7.19 In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 7.20 The School wants 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.

- 7.21 There will always be sensitive or controversial issues in the field of RSE. These may be; a 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. At St John Vianney 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.
- 7.22 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.
- 7.23 At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 7.24 The procedures for assessing pupil progress are outlined in section 15 of this policy.

8. Curriculum links

- 8.1 The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 8.2 RSE will be linked to the following subjects:

Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

9. Working with Parents

- 9.1 The school understands that the parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.
- 9.2 The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.
- 9.3 When in consultation with parents, the school will provide:
- The curriculum content, including what will be taught and when.
 - Examples of the resources the school intends to use to deliver the curriculum.
 - Information about parents' right to withdraw their child from non-statutory elements of RSE.
- 9.4 Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE.
- 9.5 The school understands that the teaching of some aspects of the curriculum may be of concern to some parents.
- 9.6 If parents have concerns regarding RSE, they may submit these via email, or contact the school office to arrange a meeting with the Headteacher.
- 9.7 Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

10. **Working with external agencies**

- 10.1 Working with external agencies can enhance our delivery of RSE, and brings in specialist knowledge and different ways of engaging pupils. The School has actively consulted with a range of agencies in the development of this policy and our RSE curriculum. These include the Governing Body and the Diocesan RE advisory teams.
- 10.2 External experts may be invited to assist from time-to-time with the delivery of the RSE curriculum, but will be expected to comply with the provisions of this policy.

- 10.3 The school will check the visitor/visiting organisation's credentials of all external agencies.
- 10.4 The school will ensure the teaching delivered by the external experts fits with the Roman Catholic nature of the school, the planned curriculum and the provisions of this policy.
- 10.5 The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is needs and age-appropriate and accessible for all pupils.
- 10.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 10.7 The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the St John Vianney's Child Protection and Safeguarding Policy.
- 10.8 The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

11. Withdrawal from lessons

- 11.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 11.2 Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.
- 11.3 Requests to withdraw a child from sex education will be made in writing to the Headteacher.
- 11.4 Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 11.5 The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 11.6 All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.
- 11.7 Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16.

After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

- 11.8 Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 11.9 For all requests concerning the withdrawal of a pupil at St John Vianney School, the Headteacher may take the pupils' specific needs into account when making their decision.

12. Equality and accessibility

- 12.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
- Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- 12.2 The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 12.3 The school will ensure the curriculum will be designed to be inclusive of all pupils.
- 12.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to SJV's pupils.
- 12.5 Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, and developmentally appropriate and is delivered with reference to the law.
- 12.6 The school will take steps to foster healthy and respectful child-to-child communication and behaviour between boys and girls, and provide an

environment which challenges perceived limits on pupils based on their gender or any other characteristic.

- 12.7 The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 12.8 The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.

13. Safeguarding and confidentiality

- 13.1 All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 13.2 Confidentiality within the classroom is an important component of RSE, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 13.3 Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- 13.4 Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

14. Assessment

- 14.1 The school has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas.
- 14.2 Lessons are planned to provide suitable challenge to pupils of all abilities.
- 14.3 Assessments are used to identify where pupils need extra support or intervention.
- 14.4 There are no formal examinations for RSE; however, to assess pupil outcomes, the school will capture progress through our assessment platform SOLAR.

15. Staff training

- 15.1 Training will be provided by the RSE subject leader to the relevant members of staff on a regular basis to ensure they are up-to-date with the RSE curriculum.

- 15.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.
- 15.3 The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in supporting the development of positive, healthy relationships and thus reducing the number of unplanned pregnancies.
- 15.4 Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, and what this involves.

16. Monitoring quality

- 16.1 The RSE subject leader is responsible for monitoring the quality of teaching and learning for the subject.
- 16.2 The RSE subject leader will conduct subject assessments on a yearly basis, which will include a mixture of the following:
- Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
- 16.3 The RSE subject leader will create annual subject reports for the Headteacher and Governing Body to report on the quality of the subjects.
- 16.4 The RSE subject leader will work regularly and consistently with the Headteacher and a link governor, e.g. through annual review meetings, to evaluate the effectiveness of the subjects and implement any changes.

17 Monitoring and review

- 17.1 This policy will be reviewed by the Headteacher in conjunction with the RSE subject leader on an annual basis.
- 17.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.
- 17.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.
- 17.4 The next scheduled review date for this policy is November 2024.

Sample Letter to Parents Regarding RSE

School name
Address line one
Address line two
Address line three
Postcode
Date

RE: RSE at St John Vianney RC School

Dear Parent/Carer,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE curriculum.

At St John Vianney RC School, we understand the importance of teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others. We achieve this through a balanced curriculum, including needs and age-appropriate information. The details of what will be taught to the various year groups is detailed in the school's RSE Policy, which can be accessed on our school website or in hard copy via our school office.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16 years of age. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the Headteacher, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a teaching assistant.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Mr A Moloney

Headteacher