

# St Joseph's Catholic Middle School



## Relationships & Sex Education (RSE) Policy

<b>Date:</b>	September 2024
<b>Review Date:</b>	September 2025
<b>Subject Lead:</b>	Mr Wood
<b>Senior Leads:</b>	Mr N Wood
<b>Governor Lead:</b>	Fr P Kilduf

## **1. Introduction**

St Joseph's Catholic Middle School recognises the importance that Relationships and Sex Education can play in contributing to the development of healthy young people, and so this policy has been designed to ensure that our pupils have access to all teaching and resources that are required to enable them to make prudent judgements about sex and relationships. Our teachings about love and sexual relationships are rooted in the Catholic Church's teaching about what it is to be truly human in Christ, and what it means to live well in relationships with others and be presented within a positive framework of Christian virtue.

## **2. Definition**

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

RSE in a Catholic School is also about the development of the pupil's knowledge and understanding of him/herself as a sexual being, about what it means to be fully human, called to live in a right relationship with oneself, others and the whole of God's creation and being enabled to make moral decisions according to an informed conscience.

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

RSE is not about the promotion of sexual activity.

## **3. Aims**

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

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

The objectives of Relationships and Sex Education will be to present clearly a Christian ethic based on the teaching and wisdom of the Church. St Joseph's Catholic Middle School aims to encourage the development of a personal, moral code rooted in Gospel Values and to promote self confidence and self-esteem within our students. Through this we hope that our students can make informed, reasoned, and responsible decisions according to an informed conscience about the attitudes they will adopt both in school and adult life.

## **4. Legislation**

As a middle school we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#). In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At St Joseph's Catholic School, we teach RSE as set out in this policy.

## **5. Policy Development**

This policy was developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback or discuss any aspects of the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, known as the Wider Curriculum at St Joseph's Catholic Middle School. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

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

Sessions are delivered by pastoral tutors through the Wider Curriculum with sessions outlined in the schemes of work designed to be accessible to all learners, using a mixture of videos, teacher input and discussion amongst the suggested activities. Teachers adapt individual sessions to meet the needs of their pastoral group, including any SEND.

## **7. Curriculum**

We follow the Catholic “Life to the Full” curriculum from Ten: Ten, which forms a spiral curriculum returning to the same themes and topics, at an age-appropriate level throughout Years 5 to 8. This scheme of work is based on the Model Catholic RSE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education.

In years 5 and 6 only Relationship education is statutory however the TEN: TEN includes work on the changing adolescent body from the statutory Physical Health and Wellbeing guidance and a topic on life cycles which includes sessions on making babies.

## **8. Roles and Responsibilities**

The Local Governing Committee will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9). They will be supported by:

- Wider Curriculum Coordinator
  - Responsible for the SRE (Sex & Relationships Education) curriculum, implementation, and monitoring of SRE provision

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

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

## **9. Parents Right to Withdraw their Children**

Parents have the right to withdraw their children from sex education up until the end of year 6. In year 7 and above parents have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.

## 10. Staff Training

Staff are trained on the delivery of RSE as part of their induction as a form tutor and it is included in our continuing professional development calendar. Where appropriate visitors from outside the school, such as school nurses or sexual health professionals may be invited in to provide support and training to staff teaching RSE.

## 11. Monitoring

The delivery of RSE is monitored by the Wider Curriculum Coordinator through a range of monitoring activities which include Form tutor planning, learning walks, scrutiny of pupils' work, pupil discussion and interview.

Pupils' ongoing development in RSE is monitored by pastoral teachers, which informs any tweaks needed to curriculum delivery.

This policy will be reviewed by the Head Teacher annually.

At every review, the policy will be approved by The Local Governing Committee.

## 12. Appendix 1

### Year 5 and 6 Curriculum

#### Overview

Life to the Full Primary

#### UKS2

**Ten:Ten**  
Resources

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Upper Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Calming the Storm	<b>Session 1</b> Gifts and Talents	<b>Session 1</b> Body Image	<b>Session 1</b> Making Babies (Part 1)	<b>Session 1</b> Is God Calling You?	<b>Session 1</b> Under Pressure	<b>Session 1</b> Sharing Isn't Always Caring	<b>Session 1</b> The Trinity	<b>Session 1</b> Reaching Out
		<b>Session 2</b> Girls' Bodies	<b>Session 2</b> Peculiar Feelings	<b>Session 2</b> Making Babies (Part 2)		<b>Session 2</b> Do You Want A Piece of Cake?	<b>Session 2</b> Cyberbullying	<b>Session 2</b> Catholic Social Teaching	
		<b>Session 3</b> Boys' Bodies	<b>Session 3</b> Emotional Changes	<b>Session 3</b> Menstruation		<b>Session 3</b> Self-Talk	<b>Session 3</b> Types of Abuse		
		<b>Session 4</b> Spots and Sleep	<b>Session 4</b> Seeing Stuff Online	<b>Bereavement Resource</b> A Time for Everything			<b>Session 4</b> Impacted Lifestyles		
							<b>Session 5</b> Making Good Choices		
							<b>Session 6</b> Giving Assistance		

### Year 7 and 8 Curriculum

## Year 7

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
Session 2	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Session 3	Emotional Well-Being	Healthy Inside And Out	Thinking about self-esteem helps us consider its impact and how to nurture it.
Session 4	Life Cycles	Where We Come From	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
Session 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
Session 6	Keeping Safe	My Life on Screen	Online lives need safeguarding, just like in real life.
Session 7	Wider World	Living Responsibly	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

## Year 8

	Core Theme	Session Title	Description
Session 1	Religious Understanding	Created and Chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
Session 2	My Body	Appreciating Differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
Session 3	Emotional Well-Being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
Session 4	Life Cycles	Before I Was Born	Contemplating life in the womb reveals that it is both beautiful and fragile.
Session 5	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
Session 6	Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
Session 7	Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

### 13. Appendix 2 - Statutory Guidance

By the end of Primary School pupils should know:	
Families and the people that support me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>● that others' 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</li> </ul>
	<ul style="list-style-type: none"> <li>● 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</li> </ul>
	<ul style="list-style-type: none"> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>
	<ul style="list-style-type: none"> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring Friendships	<ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>
	<ul style="list-style-type: none"> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>
	<ul style="list-style-type: none"> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>
	<ul style="list-style-type: none"> <li>● 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</li> </ul>
	<ul style="list-style-type: none"> <li>● 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</li> </ul>
Respectful Relationships	<ul style="list-style-type: none"> <li>● 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</li> </ul>

	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li></li> </ul>
	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online Relationships	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> </ul>
	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul>
	<ul style="list-style-type: none"> <li>how information and data is shared and used online</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul>
	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>



	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>
	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>
	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> </ul>
	<ul style="list-style-type: none"> <li>• where to get advice, for example family, school or other sources</li> </ul>

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The content set out in the DfE (Department for Education) guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The sex education that we teach in the primary phase can be seen in the summary Ten: Ten overview found in appendix 1

By the end of Secondary School pupils should know:	
Families	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>
	<ul style="list-style-type: none"> <li>• the characteristics and legal status of other types of long-term relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including</li> </ul>

relationships, including friendships	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.
	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>
	<ul style="list-style-type: none"> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>
	<ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>
Online and Media	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>
	<ul style="list-style-type: none"> <li>• what to do and where to get support to report material or manage issues online.</li> </ul>
	<ul style="list-style-type: none"> <li>• the impact of viewing harmful content.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>
<ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	

Being Safe	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
Intimate and Sexual Relationships, including Sexual Health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

**14. Appendix 3**

To be completed by parents			
Name of Child		Pastoral	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			