



# BLESSED HUGH FARINGDON CATHOLIC SCHOOL

## RELATIONSHIP AND SEX EDUCATION POLICY

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

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**Adopted: March 2025**

**Persons Responsible: RSE Co-ordinator and Headteacher**

**Committee: Full Governing Body**

**Review Due: Yearly – March 2026**

As a Catholic school, founded on, and committed to upholding the teaching of the Church, we believe that Jesus is present in the day-to-day life of our community and that each member of our community has a divine origin and an eternal destiny. In discharging our responsibilities, we are guided by the principles of Catholic social teaching [CST], in which the following core values are constituted: dignity, solidarity, the common good, the option for the poor, the promotion of peace, care for creation, the dignity of work and the value of participation in society. These principles are demonstrated in our core, and wider, curriculum, in our care of students, in our work with the disadvantaged and in the outward-facing approach to our local community, our nation and to the world. As our moral compass, CST guides us in all our school activities, including the formulation, upholding and reviewing of school policies.

As a Catholic school, we regard the following characteristics as central to the human flourishing of everyone – students, staff and Governors – in our community. Our aspirations for our students are that their experience of teaching develops in them a lived belief, an authentic sense of true happiness, a lived sense of family, an experience of care and a vocation for service.

To achieve these aspirations, teaching and learning will privilege the following core virtues for every member of our community.

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.

**Attentive** to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

**Faith-filled** in their beliefs and hopeful for the future.

**Eloquent and truthful** in what they say of themselves, the relations between people, and the world.

**Learned**, finding God in all things; and wise in the ways they use their learning for the common good.

**Curious** about everything; and active in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

*“There is a variety of gifts but the same Spirit gives them. There are different ways of serving but the same Lord is served. There are different abilities to perform service, but the same God who gives ability to all for their particular service. The Spirit’s presence is shown in some way in each person for the good of all.”*

**1 Corinthians 12: 4 - 7**

**Our Mission is to build a community based on the love of Jesus in which everyone can flourish spiritually, morally and academically.**

In this policy the Governors and teachers, in partnership with students 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 programme of review with staff, parents and governors is established as we now have embedded the Ten Ten Programme into our PSHE programme as our whole school approach to delivering RSE.

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 website. Details of the content of the RSE curriculum will also be published on the school’s web site.

## **Definition of RELATIONSHIP AND SEX EDUCATION**

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way” 1. It is about the development of the student’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 secondary school, the curriculum is as follows.

At Key Stage 3, students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3.

PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students' progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. However, students entering key stage 5 from different feeder schools may bring a range of experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4 when planning the curriculum. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies, and attributes they need for independent living and the next stage in their education or career.

This is taken from the following documents:

1. Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers P21 and 33.
2. Programme of Study for PSHE Education KS1 - 5
3. CES A Model Policy for Relationships and Sex Education 2016 Revised 2020

## **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further and deeper.

## **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, 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 students. 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 students have a fundamental right to have their life respected whatever household they come from. It will also prepare students for life in modern Britain.

## **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 the 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. We endeavour to raise students' self-esteem, to help them to grow in knowledge and understanding, to recognise the value of all persons and to 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>4</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. Our whole school objectives will be 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.

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;

## **Outcomes**

### **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure RSE is sensitive to the different needs of individual students in respect to students' 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 students 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.

### **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 students, 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.

### **Our Schools 'Life to the Full' Ten Ten Programme Structure**

In Life to the Full, we will be following a three-stage structure which is repeated across three different learning stages:

- Key Stage Three is aimed at Years 7, 8 and 9
- Key Stage Four is aimed at Years 10 and 11
- Key Stage Five is aimed at Years 12 and 13

Each Module is then broken down into Units of Work. The programme is on the school website in the Curriculum Subjects, PSHE folder.

## **Programme Content**

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

## **PARENTS AND CARERS**

We recognise that parents (and other carers who stand in their place) are the secondary 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.

Relationships Education is a statutory requirement and parents *do not* have the right to withdraw. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Parents and carers can access the 'Ten:Ten Life to the Full' resources by using the link following link to the parent online portal: [Life To The Full Secondary – Ten Ten Resources](#)

## **BALANCED CURRICULUM**

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

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 students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## **RESPONSIBILITIES**

Responsibility for the specific relationships and sex education programme lays with the Headteacher, PSHE/RSE lead and Year Leaders. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for students of good, healthy, wholesome relationships as between staff, other adults and students. They will also be contributing to the development of students' 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 the CES guidance 'Checklist for External Speakers to Schools.' 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.

## **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, including:

SEND,  
Child Protection and Safeguarding  
Child on Child Abuse  
E-Safety  
Mental Health and Wellbeing  
Searching, Screening and Confiscation,  
Staff and Student Bereavement

policies, the ethos of the school and our Catholic beliefs. We also ensure that parents know of their right to withdraw their children. We have a link governor to share in the monitoring and evaluation of the programme, including resources used and ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

## **Head teacher**

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 Lead**

The PSHE/RSE lead with the head teacher 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 Deputy Headteacher and the DSL).

### **All Staff**

RSE is a whole school responsibility. All teachers have a duty 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 students. 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. Key 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.

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

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about student safety and is compatible with the school's other policy documents as outlined above. Students 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. For example, specialist staff in our Autism Resource deliver challenging topics directly to their students rather than them attending PSHE lessons on those topics. Where in class, teaching methods will be adapted to meet the varying needs of this group of students. Learning about RSE in PSHE classes will link to/complement learning in other areas of the curriculum.

### **STUDENT'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students 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 students, 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. These will be followed up via a referral to the safeguarding team.

## **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 students 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 Child protection and safeguarding procedures and immediately refer the matter to the safeguarding team following the school procedures.

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all students 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 students 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.

## **MONITORING AND EVALUATION**

The PSHE/RSE Lead, and Year Leaders will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students work at regular intervals. The programme will be evaluated annually with students, 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. Ultimately, governors remain responsible for the policy.

