



# Cardinal Heenan Catholic High School

## RSE (Relationship and Sex Education) Policy

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Key governor:	
Last reviewed:	July 2023
Approved by Governing Body:	<i>A Tremarco</i>
Date:	
Due for renewal:	July 2024

## **Rationale:**

Can. 795 states that education must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life. This underpins what RSE is all about.

All teaching about love and sexual relationships in Cardinal Heenan is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. 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, is 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 PSHCE 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.

## **The RSE curriculum will:**

1. Cover the statutory requirements for relationship and sex education and citizenship to all year groups within the school.
2. Provide high quality teaching and learning which is inclusive, appropriately differentiated and which responds to the needs of all students in order to enable them to achieve.
3. Equip students with the knowledge and skills needed to make well informed decisions about their lives.
4. Help and support students through their physical, emotional and moral development.
5. Promote spiritual, moral, cultural, mental and physical development of pupils at school and of society preparing pupils for the opportunities, responsibilities and experiences of adult life.

## **Our programme:**

Cardinal Heenan Catholic High School's RSE, PSHE, Citizenship and Careers education is titled Curriculum for Life. Cardinal Heenan Catholic High School believes that RSE is an education entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We believe that RSE is an integral part of this education. Furthermore, our school ethos endeavours to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Our RSE programme enshrines core pedagogical virtues. It is progressive & developmental and reflects each stage of the development of the person. The RSE curriculum is appropriate to the age and stage of development our students during the different phases of their education which leads to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

As a Catholic school we are committed to the education of the whole person. Teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Some aspects of RSE are explored in science lessons and some more are explored in RE lessons however each is informed by the other and tied together through PSHE. Each discipline speaks with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

## **Themes covered in RSE:**

### **Equality, Sexual harassment and Violence:**

- To understand the importance of gender equality and the power of language.
- To understand what is considered sexism, sexual harassment and sexual violence including sexual comments, remarks, jokes, taunting, 'banter', physical behaviour, online sexual harassment.
- To understand that sexual harassment and violence can happen to any one of any age and gender in any setting.
- To understand why as a school and society we do not tolerate sexism, sexual harassment and violence.
- To recognise unsafe behaviour and attitudes relating to gender, sexual harassment and sexual violence.
- To recognise their responsibility to challenge and report sexism, sexual harassment and violence.

### **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 (in all contexts, including online).

### **Families:**

- 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 the raising of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships:**

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

### **Intimate and sexual relationships, including sexual 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 or 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 men and women.
- 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 to enjoy intimacy without sex
- The facts around pregnancy including miscarriage.
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, and where to get further help.
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted and the importance of and facts about testing.
- 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.

### **Online and media:**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online

### **The Law:**

During each RSE session, students are informed about the law surrounding RSE topics:

- Marriage
- consent, including the age of consent
- violence against women and girls including upskirting, exploitation, online and offline behaviours.
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime

### **Monitoring and evaluation.**

The monitoring and evaluation of the RSE curriculum and delivery is regular and ongoing and used to inform subsequent lessons. It takes a number of forms, including the following:

1. Regular, formalised feedback solicited from year teams, form tutors, heads of year
2. Learning walks conducted by Curriculum for Life team, the leadership team and heads of year
3. The use of Student Voice
4. The scrutiny of work completed by students in the lessons

Examples are available of all of these.

The PSHCE and RSE curriculum and programme is reviewed annually by the Head of PSHCE and RSE in conjunction with members of the leadership team.