



Broughton Hall Catholic High School

RELATIONSHIPS AND SEX EDUCATION POLICY

1. Aims

Broughton Hall Catholic High School believes that RSE is an education entitlement of all pupils and an integral part of each pupil's emergence into adulthood. Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. We aim 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

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the government's statutory RSHE curriculum (since 2020) and the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in the DfE's statutory guidance on Relationships and Sex education (RSE) and Health Education (last updated September 2021) and section 403 of the [Education Act 1996](#).

3. Policy development

The Director of PSHE and Curriculum Deputy are jointly responsible for the Relationships and Sex (RSE) policy. This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – The Director of PSHE pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and specialist partner agencies were invited to contribute to a consultation about the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE through pupil voice surveys.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

We always welcome feedback from staff and parents/carers. If anyone has any questions or would like to feedback regarding the RSE curriculum, please contact Mrs Skinley, Head of PSHE.

4. 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. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and Computing. Some aspects of RSE are delivered by specialist partner agencies during health days and PSHE lessons as and when appropriate.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBTQ+ 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).

7. Assessment

Elements of RSE within the Science, RE and ICT curriculums will be formally assessed. Form tutors are required to assess pupil progress through questioning and reviewing half termly progress trackers completed by pupils.

8. Roles and responsibilities

8.1 The Governing Body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The Head Teacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Developing ground rules with students (e.g. through circle time principles)
- 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.

RSE is delivered by form tutors weekly, during form time.

8.4 Pupils

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

9. Specific issues statements

It is an offence for a teacher to have a sexual relationship with a full time pupil in the same school. The following issues may occur as part of RSE. Staff, parents and pupils need to be aware of the school's procedures.

Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain action will ensue. At the same time pupils will be offered sensitive and appropriate support. These procedures will be adhered to by all adults.

Disclosure of suspicion of possible abuse

The school's safeguarding procedures will be followed.

Disclosure of pregnancy or advice on contraception to under 16s

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Information and guidance will be sought from a health professional. The school will always encourage pupils to talk with their parents/carers first. Pupils should be asked whether they can tell their parents/carers and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parents/carers. It will need to be checked.

If pupils refuse to tell their parents/carers the adult should refer them to a health professional. The adult should report the incident to the Lead Safeguarding Officer (Mrs Kate Hayes) who will consult with the health professional and Head Teacher about informing the parents/carers.

10. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 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.

Alternative work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Specialist partner agencies e.g. Talk the Talk and SIL are invited to provide support and training to staff teaching RSE.

Talk the Talk delivered RSE training to KS4 and 5 Form Tutors and Progress Managers in January 2022. Whole staff training on PSHE, including RSE, was completed in October 2023.

12. Evaluation, monitoring and review arrangements

The programme of study will be evaluated on an annual basis reflecting both teacher and pupil feedback. The purpose of evaluation is to inform the development of the programme of study. The RSE provision will be monitored by the Director of PSHE/Careers in consultation with the Curriculum Deputy, the Director of RE and the Governing Body and staff. An annual report will be made to the governors. The nominated governor Mrs A Diggle will have a link role between the school and the Governing Body.

The delivery of RSE is monitored by Mrs H Skinley (Director of PSHE through:

- Learning walks
- Lesson observations
- Pupil and staff evaluations
- Pupils and staff voice
- Consultation with partner agencies

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed yearly by the Head of PSHE.

At every review, the policy will be approved by the Head Teacher and Governing Body.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

(Areas that cover RSHE are highlighted in Yellow)

Year group		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
7	09/09 16/09 23/09 30/09 07/10 14/10 21/10	1. Culture* 2. New school settling in 3. Community and togetherness 4. Community and togetherness 5. Neuro diversity 6. legal drugs- alcohol 7. Smoking/ vaping	04/11 11/11 18/11 25/11 02/12 09/12 16/12	1. Friendship breakdowns and moving on 2. Mental health 3. Bullying 4. Bullying 5. Road safety 6. First aid 7. First aid	06/01	Careers	24/02 03/03 10/03 17/03 24/03 31/03	1. Family dynamics 2. Relationships 3. LGBT 4. Vulval health 5. Vulval health 6. FGM	21/04 28/04 05/05 12/05 19/05	1. Democracy 2. Our Government 3. Your rights 4. The law and you 5. The law and you	02/06 09/06 16/06 23/06 30/06 07/07 14/07	1. What are finance 2. My money habits 3. My money habits 4. Saving and banking 5. Reflecting on year 7 6. Planning for year 8 7. PSHE and enterprise week*
8	09/09 16/09 23/09 30/09 07/10 14/10 21/10	1. Culture* 2. legal/illegal drugs Caffein 3. legal/illegal drugs 4. legal/illegal drugs Alcohol 5. legal/illegal drugs - cannabis 6. legal/illegal drugs - cannabis 7. Peer pressure	04/11 11/11 18/11 25/11 02/12 09/12 16/12	1. Digital online presence 2. Social Media 3. What's appropriate online 4. Gaming 5. Gambling 6. appropriate behaviour and language 7. appropriate behaviour and language		Careers	24/02 03/03 10/03 17/03 24/03 31/03	1. Family dynamics 2. Family dynamics 3. LGBT/ Pride 4. LGBT / Pride 5. Sexual harassment 6. sexual harassment	21/04 28/04 05/05 12/05 19/05	1. General elections 2. Political democracy 3. Political democracy 4. Political parties 5. Political parties	02/06 09/06 16/06 23/06 30/06 07/07 14/07	1. Justice system 2. Justice system 3. your rights and the police 4. your rights and the police 5. Reflecting on year 8 6. Planning for year 9 7. PSHE and enterprise week*
9	09/09 16/09 23/09 30/09 07/10 14/10 21/10	1. Culture* 2. Smoking 3. Vaping 4. Drugs - cocaine 5. Drugs - ketamine 6. Peer Pressure 7. County lines	04/11 11/11 18/11 25/11 02/12 09/12 16/12	1. Abusive relationships 2. Abusive relationships 3. Consent 4. Consent 5. Sexting 6. Sharing appropriate images 7. Pornography		Careers	24/02 03/03 10/03 17/03 24/03 31/03	1. Vulval health 2. FGM 3. Consent 4. Contraception 5. Contraception 6. STIs	21/04 28/04 05/05 12/05 19/05	1. Human rights 2. Human rights 3. Voting age 4. Voting age 5. Make a change	02/06 09/06 16/06 23/06 30/06 07/07 14/07	1. Terrorism 2. Terrorism 3. Racism and tolerance 4. Racism and tolerance 5. Reflecting on year 9 6. Planning for year 10 7. PSHE and enterprise week*
10	09/09 16/09 23/09 30/09 07/10 14/10 21/10	1. Culture* 2. Smoking/ Vaping 3. Alcohol 4. Drugs - ketamine 5. Drugs - nitrous oxide 6. Addiction	04/11 11/11 18/11 25/11 02/12 09/12 16/12	1. Relationships 2. Relationships and abuse 3. Pornography 4. Pornography 5. Sharing sexual images 6. Sexting 7. Pride		Careers	24/02 03/03 10/03 17/03 24/03 31/03	1. Sexual relationships 2. Sexual relationships 3. Fertility 4. Fertility 5. Pregnancy 6. Pregnancy	21/04 28/04 05/05	1. Economic cycles 2. Economy and the government 3. Economy and the government	02/06 09/06 16/06 23/06 30/06	1. Diversity 2. Tolerance and respect 3. Terrorism and extremism 4. Terrorism and extremism 5. Reflecting on year 10

		7. County lines							12/05 19/05	4. Democracy and voting 5. Democracy and voting	07/07 14/07	6. Planning for year 11 7. PSHE and enterprise week*
11	09/09 16/09 23/09 30/09 07/10 14/10 21/10	1. Culture* 2. Smoking/ Vaping 3. Alcohol 4. Drugs - class A 5. Drugs - ketamine 6. Addiction 7. County lines	04/11 11/11 18/11 25/11 02/12 09/12 16/12	1. Breast awareness 2. Safe sex and contraception 3. STIs 4. STIs 5. Pregnancy 6. Pregnancy 7. Fertility		Careers	24/02 03/03 10/03 17/03 24/03 31/03	1. Planning Post 16 2. Sixth form 3. Colleges 4. Apprenticeships 5. Plan B post 16 6. The future	21/04 28/04 05/05 12/05 19/05	1. Revision 2. Revision 3. Revision 4. Revision 5. Revision		N/A
12	09/09 16/09 23/09 30/09 07/10 14/10 21/10	1. Culture* 2. Alcohol and drug awareness - Staying safe 3. Drink spiking 4. Drugs - Ketamine 5. Drugs - party drugs 6. Addiction 7. Disordered eating	04/11 11/11 18/11 25/11 02/12 09/12 16/12	1. Online presence 2. Sharing 3. Reporting and removing nude images 4. Appropriate behaviour & language 5. Appropriate behaviour & language 6. stress and exams 7. stress and exams		Careers	24/02 03/03 10/03 17/03 24/03 31/03	1. Future finances 2. Future finances 3. Understanding tax and pay slips 4. Zero hour contracts 5. Registering to vote 6. Using your vote	21/04 28/04 05/05 12/05 19/05	1. Revision 2. Revision 3. Revision 4. Revision 5. Revision	02/06 09/06 16/06 23/06 30/06 07/07 14/07	1. Expectations in the workplace 2. work experience 3. work experience 4. 5. Reflecting on year 12 6. Planning for year 13 7. PSHE and enterprise week*

13		1. Culture* 2. Alcohol and drug awareness - Staying safe 3. Drink spiking 4. Needle sticks 5. Abusive relationships 6. Respect and red flags 7. Disordered eating	04/11 11/11 18/11 25/11 02/12 09/12 16/12	1. What next 2. What next 3. What next Renting and buying 4. Renting and buying 5. Renting and buying 6. Accessing health services 7. Accessing health services		Careers	24/02 03/03 10/03 17/03 24/03 31/03	1. Future finances 2. Student loans 3. Coping with stress 4. Coping with stress 5. know your rights 6. know your rights		1. Revision 2. Revision 3. Revision 4. Revision 5. Revision		N/A
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Other aspects of Relationships and Sex education are taught through ICT, RE and Science. These include marriage and different types of stable relationships; roles and responsibilities of parents; E safety and cyberbullying; Rights and responsibilities online and the impact of viewing harmful content; HIV and other STIs; puberty, male and female reproductive systems, development of a foetus, contraception and menstrual cycle.

The school Mission Statement embodies a message that shows students they can expect to be treated with respect by others, and that in turn they should show respect to others. This is a central theme that is also contained within RE lessons when teaching about different religions.

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 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 • 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 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • That there are a 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 to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	