

Ref: Relationships, Sex and Health Education Policy  
Approved by Governors: March 2023  
Reviewer: H Nolan/K Mercer (PSHE Lead)  
Date of next review: March 2024

## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY



### Governing Body Approval:

Policy approved by:

**Name:** Ken Tyson

**Signature:** 

**Governor Position:** Chair Of Governors

**Date:** March 2023

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## **Introduction**

In this policy the governors and teachers, in partnership with pupils and their parents, set out our intentions about relationships, sex education (RSE) and health education. We set out our rationale for, and approach to relationships, sex and health education in the school.

## **Defining Relationship and Sex Education**

This Policy and Curriculum have been updated to comply with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which was compulsory from the summer term 2021.

DfE Guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. 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."

The DfE identifies three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

## **Shaping the Curriculum**

Consultations took place in the academic year 2019-2020 and in 2023. We will continue to develop the curriculum in consultation with teachers, pupils and parents and in accordance with the DfE recommendations. We gather the views of teachers, pupils and parents in the following ways: questionnaires, meetings, letters and training sessions.

As a Catholic school, Blessed Trinity RC College believes that all its pupils are created by God and in the image of God. As such, RSE and health education is undertaken in accordance with the teaching of the Catholic Church, aiming to educate the whole child. We acknowledge that pupils will have different maturation rates, and different levels of sexual awareness. We recognise the importance that RSE can play in contributing to the development of healthy young people, enabling them to make prudent judgements about sexual health and relationships. Therefore, we seek to develop in our pupils the understanding, sensitivity, skills and attitudes which will allow them to manage their relationships in a responsible and healthy way.

## **Aims of the RSE and Health Education Programme**

At Blessed Trinity, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE and health education 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. Our key aim is to provide a teaching based on the Roman Catholic understanding of the human person and an appreciation that authentic human love is more than sexual expression.

We have an obligation to provide pupils with high-quality, evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered to ensure it meets the needs of all pupils, supporting parents in their role as 'the first and best educators of their children'.  
(Gravissimum Educationis, para 7)

## **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSE and health education which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections).

However, the reasons for our inclusion of RSE and health education go further. We aim to

- Enable young people to understand and feel confident about the physical and emotional changes which take place during the course of their lives
- Offer a programme of RSE and health education which will be positive and highlight the moral values of the Catholic Church, enabling pupils to articulate Catholic values in the challenges of the modern world
- Explore the meaning and value of life and appreciate the preciousness of God's gift of life
- Promote appreciation of the values of family life including consensual relationships
- Enable pupils to reflect on their relationships and recognise the qualities that help relationships grow and develop positively
- Provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively
- Disseminate the correct information in a manner relevant to the age and stage of development of the pupils
- Encourage pupils to make informed choices and responsible decisions by encouraging them to explore their own attitudes, values and emotions, and those of others
- Ultimately, give pupils a positive view of themselves, and others, spiritually, emotionally and physically

## **The Content of Blessed Trinity's RSE and Health Education Programme**

Our RSE and health education programme is taught in a variety of means through the curriculum, both with Blessed Trinity's staff and external providers. External providers are advised on the Roman Catholic teaching on related issues.

We aim that the programme is always age-sensitive and appropriate for the groups concerned.

The programme is reviewed annually.

## **Roles and Responsibilities**

- **Governors Body:** Governors have a responsibility for ensuring that there is an RSE and health education policy which is in keeping with Catholic teaching. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and teaching materials are monitored and evaluated.
- **Ms H Nolan, Assistant 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 and health education 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 and health education curriculum.

- Reviewing this policy.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

**Ms K Mercer, PSHE Lead, is responsible for:**

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Ensuring all lessons are prepared giving due consideration to the Catholic teachings
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' 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 and health education.
- Leading INSETS and staff briefings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the SLT.

**Form Teachers are responsible for:**

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they deliver the curriculum in line with our Catholic beliefs.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SEND Team about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the PSHE Team and Year Leaders about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to Ms K Mercer, the appropriate Year Leader or Ms H Nolan.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to a DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by ensuring they are provided with alternative education opportunities. (This will be via the appropriate Year Leader.)

**The SEND Team 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.

## **The Role of Parents**

Blessed Trinity RC College recognises the prime responsibility and role of parents in the education in sexual matters and relationships of their own children. The school's RSE and health education programme is designed to support and complement that parental responsibility. We feel confident that parents will be happy with our programme and, whilst we recognise the statutory right of any parent to withdraw their child from elements of sex education, we do not anticipate many requests.

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered, you can ask that they are withdrawn, by contacting your child's head of year. We will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Blessed Trinity educates children not only with the facts, but also the values we believe will equip them to cope with the changes to their own bodies and the associated social pressures they face. Given our Christian ethos, and the choice parents have made in choosing Blessed Trinity for their child, we hope that our RSE and health education programme will be supported by all our families.

## **RSE Subject Overview**

We have a duty to be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today. We have a responsibility to equip young people with the ability to make practical judgments about the right thing to do in particular circumstances. Equipping pupils with the knowledge is not the same as encouraging behaviours and these topics will be covered taking into account the Catholic belief about the sanctity of life.

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in **Appendix A**.

## **Health Education Subject Overview**

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in **Appendix B**.

## **Delivery of the Curriculum** (Please see **Appendix C** for changes in law regarding marriage.)

The majority of the RSE and health education curriculum will be delivered through the PSHE Programme of Study.

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

- Core knowledge is sectioned into units of a manageable size.
- 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.

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

**A Cross-Curricular Approach** RSE and health education is a whole school issue. All teachers at Blessed Trinity have a responsibility of care and should contribute to the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE and health education in accordance with the Catholic ethos at Blessed Trinity. They will teach the RSE and health curriculum as detailed in the schemes of work for PSHE, RE, Science, Physical Education and through the pastoral programme. They will be consulted and participate in monitoring and evaluating RSE.

### **Teaching Strategies**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Teachers will establish clear ground rules. For example, no one will have to answer a personal question or no one will be forced to take part in a discussion. Teachers will use distancing techniques such as depersonalising discussions to avoid embarrassment and protect privacy. Teachers will establish clear parameters for dealing with questions. If a question is too personal, the teacher should remind the pupil of the ground rules. If a question is too explicit or inappropriate for the age range of the class, the teacher should acknowledge it and attend to it later on an individual basis.

The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils. Appropriate adjustments will be made where necessary for pupils with SEND in liaison with the SENDCO and in line with their 'All About Me' guide for teachers.

Reflection points are crucial for learning as they encourage pupils to consolidate what they have learned and to form new understanding, skills and attitudes. PSHE units of work have reflection and evaluation built in.

### **Safeguarding and Confidentiality**

Staff are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a safeguarding issue. All staff at Blessed Trinity are regularly trained to recognise and respond to safeguarding issues. Should the RSE programme identify any concerns regarding pupil welfare, then procedures as highlighted in the school's Safeguarding policy will be followed.

### **Monitoring and Evaluation**

The PSHE Team will monitor the provision of the various dimensions of the RSE and health education programme by reviewing programmes of study, lesson plans and by inviting feedback from pupils and staff. Evaluation will take place through questionnaires / response sheets, or by discussion with pupils, staff and parents. The results of the evaluation should be reported to the SLT and Governors. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

N.B. This policy has been written in consideration of the Diocese of Salford's document 'A Rationale for Personal Relationships and Sex Education in Catholic Schools', the 'Equality Act 2010' and the Department for Education documents:

- DfE (2022) 'Keeping Children Safe in Education'
- DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

Copies of this policy are available via the school website: [www.btrcc.lancs.sch.uk](http://www.btrcc.lancs.sch.uk) or by contacting school on 01282 506200 Ref: RSE Policy Approved by Governors: March 2023  
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## **Appendix A**

### **1. RSE subject overview**

**1.1.** RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

**1.2.** By the end of secondary school, pupils will know:

That there are different types of committed, stable relationships. (All Years)

How these relationships might contribute to human happiness and their importance for bringing up children. (Year 9 and 10)

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. (Year 9 and 10)

Why marriage is an important relationship choice for many couples and why it must be freely entered into. (Year 9 and 10)

The characteristics and legal status of other types of long-term relationships. (Year 9)

The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting. (Year 10)

**1.3.** Pupils will also know how to:

Determine whether other children, adults or sources of information are trustworthy. (All year groups)

Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships. (All year groups)

How to seek help or advice if needed, including reporting concerns about others. (All year groups)

Respectful relationships, including friendships

**1.4.** By the end of secondary school, pupils will know:

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. (All year groups)

Practical steps they can take in a range of different contexts to improve or support respectful relationships. (All year groups)

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. (All year groups)

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. (All year groups)

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help. (All year groups)

The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control. (All Years)

What constitutes sexual harassment and violence and why these are always unacceptable. (Y9)

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. (All year groups)

Online and media

**1.5.** By the end of secondary school, pupils will know:

Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts. (All year groups)

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. (All year groups)

Not to provide material to others that they would not want shared further and not to share personal material which they receive. (All year groups)

What to do and where to get support to report material or manage issues online. (All year groups)

The impact of viewing harmful content. (Y9 and Y11)

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. (Y9 and Y11)

That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail. (All Years)

How information and data is generated, collected, shared and used online. (All year groups)  
Being safe

**1.6.** By the end of secondary school, pupils will know:

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. (throughout KS3 & 4)

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online. (All Years)

Intimate and sexual relationships, including sexual health

**1.7.** By the end of secondary school, pupils will know:

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. (Y9, Y10 and Y11)

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. (throughout KS3 & 4)

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women. (Y8 and Y10)

The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (Y10)

That they have a choice to delay sex or enjoy intimacy without sex. (Y10)

The facts about the full range of contraceptive\* choices, their effectiveness and options available. (Y8 and Y11)

The facts around pregnancy including miscarriage. (Y10)

That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion\* and where to get further help. (Y10)

How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing. (Y10)

About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. (Y10)

\* Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with the Catholic teaching about the sanctity of life

How the use of alcohol and drugs can lead to risky sexual behaviour. (Y8, Y9 and Y10)

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. (Y8 and Y10)

## **Appendix B**

### **2. Health education subject overview**

**2.1.** The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing (taught in all year groups)

**2.2.** By the end of secondary school, pupils will know:

How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

That happiness is linked to being connected to others.

How to recognise the early signs of mental wellbeing concerns.

Common types of mental ill health, e.g. anxiety and depression.

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms (taught in Years 7-10)

**2.3.** By the end of secondary school, pupils will know:

The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.

□ How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness (taught in all year groups)

**2.4.** By the end of secondary school, pupils will know:

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.

About the science relating to blood, organ and stem cell donation.

Healthy eating (taught in KS3)

**2.5.** By the end of secondary school, pupils will know:

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco (Y8, Y9 and Y10)

**2.6.** By the end of secondary school, pupils will know:

The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.

The law relating to the supply and possession of illegal substances.

The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

The physical and psychological consequences of addiction, including alcohol dependency.

Awareness of the dangers of drugs which are prescribed but still present serious health risks.

The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention (taught in Year 10 and Year 11)

**2.7.** By the end of secondary school, pupils will know:

About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

The benefits of regular self-examination and screening.

The facts and science relating to immunisation and vaccination.

The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid (Taught in KS 3 & 4)

**2.8.** By the end of secondary school, pupils will know:

Basic treatments for common injuries.

Life-saving skills, including how to administer CPR.

The purpose of defibrillators and when one might be needed.

Changing adolescent body (taught in Y7 Science)

**2.9.** By the end of secondary school, pupils will know:

Key facts about puberty, the changing adolescent body and menstrual wellbeing.

The main changes which take place in males and females, and the implications for emotional and physical health.

## **Appendix C**

### **Implementation of the Marriage and Civil Partnership (Minimum Age) Act 2022**

The Act raises the age of marriage and civil partnership to 18 in England and Wales to protect children from the scourge of forced marriage. This means that 16 to 17-year-olds will no longer be able to marry or enter a civil partnership under any circumstances, including with parental or judicial consent from 26 February 2023. It will not be possible for anyone under 18 to marry or enter a civil partnership after this date.

Currently forced marriage is only an offence if the person uses a type of coercion, for example threats, to cause someone to marry, or if the person lacks capacity to consent to marry under the Mental Capacity Act. The Act will therefore also expand the criminal offence of forced marriage in England and Wales to make it an offence in all circumstances to do anything intended to cause a child to marry before they turn 18. It will therefore now be an offence to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. The forced marriage offence will continue to include ceremonies of marriage which are not legally binding, for example in community or traditional settings.

For full details of the provisions of this Act, see [Marriage And Civil Partnership \(Minimum Age\) Act 2022 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2022/12)