



St. Anselm's College
Edmund Rice Academy Trust

Relationship, Sex Education & Personal Development Version 1.2

Mission Statement:

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognize Christ amongst us. We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.

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Dissemination:

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 College website and a copy is available from the College office.

Defining Relationship and Sex Education:

The DFE guidance defines RSHE 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 also about the teaching of sex, sexuality and sexual health". 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, and knowledge and understanding".

Statutory Curriculum Requirements:

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary Colleges to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

However, the reasons for our inclusion of RSHE go further.

Rationale:

'I have come that they 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 College. Our approach to RSHE 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. RSHE, 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, RSHE 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 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 too be understood and appreciated.

All RSHE 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 pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

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 RSHE and the Mission Statement:

Our Mission Statement commits us to the education of the whole person (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, 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.

Objectives:

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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes:**Inclusion and adapted learning**

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' 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 pupils 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 College strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSHE:

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole College ethos; a cross-curricular dimension and a specific relationships and sex curriculum.

Our programme will cover:

Programme / Resources:

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- active
- film & video
- group work
- role-play

Parents and Carers:

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic College, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the College will support parents and carers by providing material to be shared with their children at home to help parents/carers to find out more.

Parents have ***the right to withdraw*** their son from RSHE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their son/s they are asked to notify the College by contacting the Headteacher. The College will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Balanced Curriculum:

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary Colleges/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our College's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme:

Responsibility for the specific relationships, sex and health education programme lies with Deputy Headteacher (pastoral). However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors:

The College will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. 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 College delivering a session.

Health professionals should follow the College'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 RSHE:

Governors:

- Draw up the RSHE 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 College policies, e.g., SEND, the ethos of the College and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

Headteacher:

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Colleges' Service and appropriate agencies.

PSHE:

4 Protocol for Visitors to Catholic Colleges, CES, Feb. 2011

PSHE Co-ordinator:

The co-ordinator with the Headteacher 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 RSHE and the provision of in-service training. They will be supported by both the curriculum and pastoral Deputy Headteachers.

RSHE is a whole College issue. 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 pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the College. Appropriate training will be made available for all staff teaching RSHE. All 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 RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the College's other policy documents (for example, Anti-Bullying policy, Safeguarding Policy, Behaviour Management policy etc)

Pupils 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. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Pupil's Questions:

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils 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 society where there is currently no consensus in the field of RSHE. 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 RSHE programme. The use of ground rules, negotiated between teachers and pupils, 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.

Supporting Children and Young People Who At Risk:

Pupils will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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 pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a young person is a victim of or is at risk of abuse they are required to follow the College's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice:

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils 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.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the College's pastoral care system. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Headteacher, safeguarding lead.

Monitoring and Evaluation:

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, 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. Governors remain ultimately responsible for the policy.

Appendix A

Letter to parents/carers Sept 2023

RSHE Curriculum 2023-2025

RE: Information and access to the Relationships, Sex and Health Education Programme 2023-24

Dear parents/carers,

Our Personal Development curriculum is delivered through assemblies, form time sessions, guest speakers and through our directed personal development timetabled lessons once a fortnight. Personal Development lessons will start w/c 25th September.

As part of the Personal Development curriculum all students are required to have access to RSHE: relationship, sex and health education. As directed by the Bishop and used for Catholic secondary schools throughout the UK we will continue to use the 'Life to the Full' programme.

Please see below details on how you can access the content of the RSHE curriculum via the parent portal. If you have questions or feedback please do contact me on XXX@st-anselms.com

To enable you to share in your child's learning, the programme also includes a parent/carer portal which can be found at <https://www.tentenresources.co.uk/>

The Online Parent Portal contains:

- An overview of the programme, "Life to the Full"
- Guidance for parents on the content of lessons
- Activities that can be undertaken at home to support the delivery of the programme

Please see below the details on how to access the parent portal - please follow the links to the year group your child is in.

Username

st-anselm-ch43

Password

lunch-dinner

Parent Portal

<https://www.tentenresources.co.uk/parent-portal/>

Parent Consultation Tool

<https://www.tentenresources.co.uk/parent-consultation-tool-secondary/>

Appendix B

Overview of the RSHE Scheme of Learning:

Year 12, 13 & 14 Session Content

Session 1: STIs

Session 2: Coercive Control

Year 11

Session 1: Self-worth

Session 2: Addiction

Session 3: Pornography

Year 10

Session 1: Pregnancy and Abortion

Session 2: Abuse

Session 3: Solidarity

Year 9 Session Content

Session 1: Love People, Use Things

Session 2: In Control of My Choices

Session 3: One Hundred Percent

Session 4: Knowing My Rights and Responsibilities

Year 8 Session Content

Session 1: Created and Chosen

Session 2: Appreciating Difference

Session 3: Feelings

Session 4: Before I Was Born

Year 7 Session Content

Session 1: Who Am I?

Session 2: Changing Bodies

Session 3: Healthy Inside and Out

Session 4: Where We Come From

Ten:Ten Scheme of Learning

Ten Ten's programme, Life to the Full, teaches Relationship, Sex and Health Education (RSHE) within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Given that RSHE is becoming a statutory subject for all schools, we are embracing "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance).

We will deliver this teaching through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSHE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Life to the Full will address the needs of young people where they are at in today's world. The teaching includes lessons on puberty, personal hygiene, fertility, menstruation, family and friends, sexual intimacy, delaying sex, an understanding of the body, sexuality, marriage, gender, online relationships, social media, consent, grooming, pressure, STIs, contraception and natural family planning, abortion/miscarriage, the effect of drugs and alcohol on relationships, pornography and sexual exploitation. The programme will be fully inclusive of all students.

Life to the Full platform also provides an online parent portal for links to home.

All lessons and resources meet the new statutory requirements for RSHE and fulfil the Model Catholic RSHE Curriculum by the Catholic Education Service. Some lessons may be taught by the RE Department; delivered via assemblies, form times or other departmental areas.

The programme is written on the assumption that not all lead staff will be Catholic.

Annex A

Further Reading for Teachers

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Example of model primary curricula <http://catholiceducation.org.uk/schools/relationshipsex-education>

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available at <https://sexwise.fpa.org.uk/> which teachers may find helpful for their knowledge

Abuse in relationships: Disrespect NoBody
(Home Office and Government Equalities Office)

<https://www.pshe-association.org.uk/curriculum-andresources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-aboutconsent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary

<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools PSHEA EdComs Resource listing Sep17

Example model secondary curricula: <http://catholiceducation.org.uk/schools/relationshipsex-education>

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidancepreparing-teach-about-mental-health-and> MindEd educational resources on children and young people's mental health <https://www.minded.org.uk/>

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Thinkuknow is the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

<https://www.thinkuknow.co.uk/>

PSHE

PSHE Association Programme of study for KS1-5

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programmestudy-pshe-education-key-stages-1%E2%80%935>

Drugs and alcohol

Planning effective drug and alcohol education: Mentor-ADEPIS research and briefing papers with ideas for lessons <http://mentor-adepis.org/planning-effective-education/>

Extremism and radicalisation

Practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation www.educateagainsthate.com

Curriculum

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.

Data to understand the health and wellbeing needs of the local school-age population

Public Health England's Child and Maternal Health Intelligence Network

<https://fingertips.phe.org.uk/profile-group/child-health> brings together a range of publicly available data, information, [reports](#), tools and resources on child and maternal health into one easily accessible hub. It includes school-age health profiles:

<https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-school-age>

and young people's health profiles: <https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-young-people>

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also early years profiles:

<https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-early-years>

Annex B

Cross-government strategies

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- [Transforming children and young people's mental health provision](#): a green paper. The green paper announced new support in and near schools and colleges to support children and young people with their mental health.
- The [drug strategy](#) 2017 sets out how the government and its partners, at local, national and international levels, will take new action to tackle drug misuse and the harms it causes.
- [Internet Safety Strategy](#) green paper sets out steps towards developing a coordinated strategic approach to online safety.
- The Children's Commissioner [Digital 5 A Day](#) provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.
- Government aims to significantly reduce England's rate of childhood obesity within the next ten years. The [childhood obesity plan](#) sets out the approach to reduce childhood obesity.
- [Guidance](#) from the Chief Medical Office (CMO) on how much physical activity people should be doing, along with supporting documents.
- Over the last 18 years, the teenage pregnancy rate has reduced by 60%. However, a continued focus is needed to maintain the downward trend and narrow inequalities in rates between and within local authorities. The [Teenage Pregnancy prevention framework](#) provides evidence based guidance for local authorities, including the important role of RSHE and links to local sexual health services.
- Sustaining the downward trend and making further progress is one of the key objectives of the Department of Health and Social Care's [Framework for Sexual Health Improvement in England](#). These subjects provide a key opportunity to strengthen support for young people to develop healthy relationships and prevent early unplanned pregnancy.
- [Reproductive health - a public health issue](#). A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- The cross-government [loneliness strategy](#), which sets out the Government's vision for supporting individuals, businesses and communities to build and maintain strong relationships.

CURRICULUM VISION FOR RSHE

VISION –

Our vision for religious, sex and health education at St. Anselm's College is to empower our students to lead lives guided by faith, moral integrity, and a deep respect for human dignity. We aim to provide a nurturing and inclusive educational environment that equips all students with the knowledge and values needed to navigate the complexities of the modern world while upholding the principles of our Catholic faith.

INTENT –

The 'Live Life to the full' programme includes lessons on puberty, personal hygiene, fertility, menstruation, family and friends, sexual intimacy, delaying sex, an understanding of the body, sexuality, marriage, gender, online relationships, social media, consent, grooming, pressure, STIs, contraception, natural family planning, abortion, miscarriage, the effect of drugs and alcohol on relationships, pornography and sexual exploitation. The programme is fully inclusive of all students.

IMPLEMENTATION –

Students are taught a carousel of lessons which are reinforced by assemblies, form time sessions and extra-curricular activities, delivered at key points in the academic year for example: national anti-bullying, national mental health and national stay safe online awareness weeks. The RSHE programme from TEN: TEN 'Life to the Full' teaches RSHE within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

IMPACT –

This curriculum will inspire students to embody the message in John 10:10, where it states, "I have come so that you may experience life to the fullest' through using their God-given talents. In doing so, students will foster a deeper appreciation for tolerance, respect, and consideration, not just for themselves but for everyone they encounter. This journey will further enhance their social, moral, cultural, and spiritual development while equipping them with the knowledge and skills to keep safe in the world today.

