



ST THOMAS MORE CATHOLIC SCHOOL

Relationships and Sex Education Policy

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH OUR SUSPENSION & EXCLUSION, ANTI BULLYING, ATTENDANCE AND BEHAVIOUR POLICIES

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Table of Contents

Introduction	3
Definition	3
Aims	3
Statutory Requirements	4
Policy Development	4
Curriculum	4
Delivery of RSE	4
Roles and Responsibilities	5
Parents' Right to Withdraw	6
Training	6
Monitoring	6
Appendix 1 - Curriculum Overview	7
Theme 1: Created and Loved by God	7
Theme 2: Created to Love Others	7
Theme 3: Created to Live in Community – Local, National & Global	
Appendix 2 - Statutory Guidance	9
Appendix 3 - Parent Form: Withdrawal from Sex Education within RSE	12



1. Introduction

St Thomas More Catholic School recognises the importance that Relationships and Sex Education can play in contributing to the development of healthy young people, and so this policy has been designed to ensure that our pupils have access to all teaching and resources that are required to enable them to make prudent judgements about sex and relationships. Our teachings about love and sexual relationships are rooted in the Catholic Church's teaching about what it is to be truly human in Christ, and what it means to live well in relationships with others and be presented within a positive framework of Christian virtue.

2. 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.

RSE in a Catholic School is also about the development of the pupil's knowledge and understanding of him/herself as a sexual being, about what it means to be fully human, called to live in a right relationship with oneself, others and the whole of God's creation and being enabled to make moral decisions according to an informed conscience.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

3. Aims

The aims of relationships and sex education (RSE) at our school are 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

The objectives of Relationships and Sex Education will be to present clearly a Christian ethic based on the teaching and wisdom of the Church. St Thomas More Catholic School aims to encourage the development of a personal, moral code rooted in Gospel Values and to promote self confidence and self-esteem within our students. Through this we hope that our students are able to make informed, reasoned and responsible decisions according to an informed conscience about the attitudes they will adopt both in school and adult life.



4. Statutory Requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At St Thomas More Catholic School we teach RSE as set out in this policy.

5. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback or discuss any aspects of the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

6. Curriculum

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

We follow the Catholic “Life to the Full” curriculum from Ten Ten, which forms a spiral curriculum returning to the same themes and topics, at an age appropriate level throughout Years 7 to 11. This scheme of work is based on the Model Catholic RSE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, known as the Wider Curriculum at St Thomas More. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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 Appendix.

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, LGBT 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).

Sessions are delivered by pastoral tutors through the Wider Curriculum with sessions outlined in the schemes of work designed to be accessible to all learners, using a mixture of videos, teacher input and discussion amongst the suggested activities. Teachers adapt individual sessions to meet the needs of their pastoral group, including any SEND.

8. Roles and Responsibilities

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

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9). They will be supported by:

- Deputy Headteacher [Pastoral]
 - Strategic oversight for SRE, SRE policy and statutory compliance
- Wider Curriculum Coordinator
 - Responsible for the SRE curriculum, implementation and monitoring of SRE provision

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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.

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



9. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory 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 4 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.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Where appropriate visitors from outside the school, such as school nurses or sexual health professionals may be invited in to provide support and training to staff teaching RSE.

11. Monitoring

The delivery of RSE is monitored by the Wider Curriculum Coordinator through a range of monitoring activities which include Tutor planning, learning walks, scrutiny of pupil workbooks, pupil discussion and interview.

Pupils' ongoing development in RSE is monitored by pastoral teachers, which informs any tweaks needed to curriculum delivery.

This policy will be reviewed by the Deputy Head Teacher [Pastoral] annually.

At every review, the policy will be approved by The Governing Board.



Appendix 1 - Curriculum Overview

This model curriculum covers Key Stage 3 and Key Stage 4 and is based on three core themes within which there will be broad overlap. Each theme begins with a statement of the virtues which are necessary to living well in relationships with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience, and are gained through imitating the same virtues being modelled by those who teach. The themes express the qualities of character that St Thomas More Catholic School seeks to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Theme 1: Created and Loved by God

This theme explores the individual and the Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Theme 2: Created to Love Others

This theme explores an individual’s relationships with others and explores how God is love, we are created out of love and for love, and how the command to love is the basis of all Christian morality.

Theme 3: Created to Live in Community – Local, National & Global

This theme explores the individual’s relationships with the wider world. Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Class	RE, PSHE or Tutor Time							Whole Year		
Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All		
Sub themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living In The Wider World	Cinema In Education		
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 1 Whole or half-year groups	Session 2 Whole or half-year groups	Session 3 Whole or half-year groups
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family and Friends	My Life on Screen	Living Responsibly	Facts of Life	Seeking and Offering Support	Looking in the Mirror
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble with Max	Trust the Truth – Part One	Trust the Truth – Part Two
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility and Contraception	Commitment and Marriage	Understanding Consent	Human Rights - And Wrongs	Love, Honour, Cherish	The Gift of Sex	The Gift of Self
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, Attitudes	Parenthood	Pregnancy and Abortion	Abuse	Solidarity	Babies	Responding to an Unexpected Pregnancy	Safe Sex or Save Sex?



Overview

Life to the Full Secondary

Ten:Ten
Resources

Class	RE, PSHE or Tutor Time							Whole Year		
Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All		
Sub themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living In The Wider World	Cinema In Education		
Year 11	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control	Truth and Lies	Truth or Lies – Part One	Truth or Lies – Part Two
Year 12								Common Room	Life in Sixth Form – Part One	Life in Sixth Form – Part Two
Year 13								Bakhita's Prayer	Understanding Human Trafficking	Taking Action



Appendix 2 - Statutory Guidance

By the end of Secondary School pupils should know:	
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationships.
	<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into.
	<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships.
	<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
	<ul style="list-style-type: none"> 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 relationships.
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships.
	<ul style="list-style-type: none"> 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).
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.



	<ul style="list-style-type: none"> • what constitutes sexual harassment and why these are always unacceptable. sexual violence • 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.
<p>Online and Media</p>	<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.
<p>Being Safe</p>	<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).
<p>Intimate and Sexual Relationships, including Sexual Health</p>	<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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure,



	<p>including understanding peer pressure, pressure and not pressuring others.</p> <p style="text-align: right;">resisting</p>
	<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex.
	<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available.
	<ul style="list-style-type: none"> • the facts around pregnancy including miscarriage.
	<ul style="list-style-type: none"> • 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).
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
	<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour.
	<ul style="list-style-type: none"> • 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		Pastoral	
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	