

# Relationships and Sex Education Policy

## (updated 2025-26)



'We do not focus on what we are but who we are as distinct persons created in the image of God'

## Holy Trinity Catholic School

### 1. Our mission

At Holy Trinity Catholic School, we promote personal wellbeing and development through a comprehensive Personal and Social Development (PSD) programme which fosters the spiritual, moral, cultural, mental and physical development of pupils at the school. It is our mission, as a Catholic school to provide a holistic education that seeks to develop the whole person thus preparing young people for the opportunities, responsibilities and experiences of adult life.

Relationships and sex education (RSHE) is delivered as part of the PSD programme and aims to provide pupils with the knowledge, understanding, attitudes and skills to live safe, healthy and productive lives so that they can flourish and meet their full potential. Our delivery of RSHE is a fundamental part of what we do to safeguard our young people.

At Holy Trinity, we are fully committed to equality and our curriculum is built upon the foundation of tolerance, love, respect and mutual understanding. We are respectful to all religious points of view. Our inclusive ethos is underpinned by the shared principle of: ***We do not focus on 'what we are' but 'who we are'***. Our faith-based education works in unison with our RSHE programme to promote this through all aspects of teaching and learning.

Our teaching of RSHE is underpinned by our school ethos and values; all lessons are delivered in a safe learning environment where sensitive discussions can take place and pupils are supported to develop feelings of self-respect, confidence and empathy. RSHE aims to create a positive culture around issues of sexuality and relationships within a faith-based context.

## 2. Statutory requirements

- Revised statutory guidance from the Department for Education (DfE) states that from September 2020, all schools must deliver RSHE to pupils.
- As a Catholic School, Holy Trinity is required to deliver RSHE in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.

### 2a. Requirements of legislation and directives from the Bishops' Conference

*'The principal purpose of Catholic education is the formation of disciples of Jesus Christ. This is expressed in the Church's Declaration on Catholic Education, which states: "A Christian education ... has as its principal purpose this goal: that the baptized, while they are gradually introduced to the knowledge of the mystery of salvation, become ever more aware of the gift of faith they have received and that they learn in addition how to worship God the Father ... especially in liturgical action and be conformed in their personal lives according to the new man created in justice and holiness of truth; ... also that they develop ... to the mature measure of the fullness of Christ ... and strive for the growth of the Mystical Body; ... that they are aware of their calling, they learn not only how to bear witness to the hope that is in them ... but also how to help in the Christian formation of the world that takes place when natural powers viewed in the full consideration of man redeemed by Christ contribute to the good of the whole society."*

*'In today's digital age, and the dangers associated with it, the provision of high quality Catholic RSHE (Relationship, Sex and Health Education) curriculum is an essential part of our response to keep children safe. Parents are, and will always remain, the primary natural educators of their children. Catholic schools support parents in the exercise of their responsibilities in this role and they are increasingly at the forefront of dealing with the challenges which many young people face. (Bishop of Leeds, Chairman of the Catholic Education Service)'*

At Holy Trinity Catholic School we teach RSHE as outlined in this policy.

Parents have the right to withdraw their child from aspects of **sex education** which are not part of the Science curriculum. If parents wish to remove their child from aspects of sex education, they must arrange an appointment with the Head teacher.

### 3. Policy Development

This policy has been developed in consultation with staff, pupils, parents and governors. The development of this policy has undergone the following steps:

- **Review**- the Assistant Headteacher of Personal Development collated all relevant local and national guidance. They consulted with the Headteacher on matters relating to Catholic Education and the Deputy Headteacher for guidance relating to Safeguarding and Keeping Children Safe in Education.
- **Training**- staff responsible for developing the RSHE curriculum have attended relevant training and have used this to inform the planning and development of the curriculum.
- **Working group**- An RSHE steering group was established and includes the Headteacher, Deputy Headteacher with responsibility for Safeguarding, Assistant Headteacher of Personal Development, Head of Citizen Development, Head of Religious Education, Head of Science and the Pastoral Lead.
- **Parent consultation**- parents received written consultation and were invited to a virtual parent meeting on **Thursday 27<sup>th</sup> May 2021, prior to roll out of the programme in September 2021. Parent consultations will take place annually to account for new intakes and new admissions to school. Parents are also reminded throughout the year when sensitive topic will be taught according to the PSD programme of study.**
- **Pupil voice**- we investigated what pupils would like from their PSD and RSHE lessons and have used this feedback to inform the planning the curriculum
- **Teaching staff**- regular meetings and CPD have been calendared throughout the year
- **Ratification**- once amendments were made the policy was shared with governors and ratified
- **Website updated with the policy and stakeholders notified**
- **The policy also underpins our work around Rights Respecting School and our recent accreditation of Gold**
- The policy is a working document and will be reviewed formally every 6 months

### 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and it involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. **This also includes learning about and managing personal mental health and wellbeing, making safe and discerning decisions and developing safe and protective behaviours both online and in real life.**

At Holy Trinity Catholic School RSHE will involve sharing information and exploring issues and values in a safe and respectful learning environment. The curriculum will be delivered within a faith- based context. Love and mutual respect will be at the core of all lessons.

As a Catholic school we aim to provide young people with a positive view of human sexuality and dignity of the whole person, equipping them with the ability to make safe and practical judgements.

## **We aim to...**

- help young people come to an understanding of themselves and others as fully human.
- enable pupils to learn what the Church teaches and build bonds of trust and communication with each other
- **Embed all aspects of British Values**
- increase pupils' understanding of their physical and emotional development
- promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions
- build teachers' subject knowledge and confidence in supporting the development of young people
- help pupils develop the confidence and skills to discern messages in the media and the positive and negative effects of peer pressure, enabling them to make decisions about how to act in accordance with their own beliefs and values
- support the personal, moral and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based upon mutual respect, dignity and responsibility free from any abuse
- Adopt a zero tolerance **on child and child abuse**
- Pupils will be taught about the risks of using the internet and online relationships
- Teach pupils around the risks and dangers link to contextual safeguarding including local and contextual risks which may be significant and or arise
- Make sure that pupil know how to stay safe in the local community, including water safety, road and traffic safety, promoting and developing an understanding of safe and protective behaviours

**RSHE is not about promoting sexual activity.**

## **5. Role and responsibilities**

- The teaching of RSHE is coordinated by the Senior Leadership Team, Head of Citizen Development, Head of RE and Head of Science.
- The pastoral team including the Behaviour Leaders, Heads of Year, tutors, SEND department and support staff will also be involved in key aspects of the programme's delivery.
- The school nurse and medical lead as well **as allocated police link officers are** also to support individual needs.
- Aspects of PSD may be explicitly taught via the wider curriculum e.g. in PE, ICT, Food Technology and across the wider curriculum areas.
- Key aspects of PSD are also embedded into our Assembly rota, led by all staff, delivered via Form Tutors as additional inputs and supplemented via externally led inputs.
- We also work in partnership with external agencies such as Barnardo's, Precious lives, Loud-Mouth, Tapestry and West Midlands Police who provide bespoke inputs throughout the year.
- Our parents will also play a key role in the development of the programme through ongoing consultation and parent workshops.
- Staff are responsible for ensuring that lessons are delivered in a sensitive way and that they model positive attitudes towards RSHE. Staff must monitor pupils as outlined in the marking and assessment policy set out in Appendix 3. Staff should respond to the needs of individual pupils.

- It is the responsibility of all staff to ensure that aspects of safety and key messages are reinforced and upheld as part of our culture and climate of safeguarding.
- Staff do not have the right to opt out of teaching RSHE. Any staff who have concerns are encouraged to speak to the member of SLT with responsibility for Personal Development or the Head teacher. Colleagues would then receive support to equip them with necessary skills and confidence to teach RSHE.
- Pupils are expected to engage fully in RSE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Class rules and expectations are delivered and made clear in the introductory lesson of PSD.

## 6. The Curriculum

- Our school takes the teaching of RSHE seriously and has ensured that it is an integrated as part of our broad and balanced curriculum. Years 7,8 and 9 are taught a discreet hour of PSD per week and Years 10 and 11 one hour per fortnight. RSHE is delivered during this time and in RE and Science lessons. ***Curriculum maps for each year group can be found on the school website and staff shared area.***
- RSHE focuses on providing pupils with the information needed to develop healthy, nurturing relationships including:
  - Families
  - Friendships
  - Online and media
  - Intimate and sexual relationships- including staying safe, consent, the law and sexual health
- 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).
- Leaders of the PSD programme have worked closely with the RE and Science department to carefully map topics that are shared across the curriculum.
- Our curriculum is pupil centred. We will ensure that it meets the needs of our pupils by taking into account our school and local context, parental views and the information we receive from the pastoral team.
- The programme is planned by the Head of Citizen development who is an experienced teacher of RE and PSHE. We use the ***PSHE Association and Life to the full 'Ten: Ten'*** resources to aid in the planning and delivery of RSHE lessons.
- The RSHE curriculum has been designed to be sensitive to the needs of the individual pupil. Staff recognise that each class will have pupils from different backgrounds, beliefs and experiences. Staff are supported by the Head of Citizen Development and members of the SLT team, if they have any concerns or need support delivering sensitive content.
- RSHE is an integral part of pupil growth and development and cannot be neglected if our school is to fulfil its statutory obligation.
- ***The full curriculum intent and programme of study can be found on the school website. Teaching resources are available from the staff shared area.***

### a. Intent

#### *The curriculum aims to...*

- be holistic – encompassing all aspects of the pupil – mind/body/soul so as to engender growth in self-respect and self-worth, recognising that each of us is created in the image of God
- be integrated into the curriculum
- explore the meaning and values of life, and give appreciation of the values of family life
- emphasise the Christian belief in the Sanctity of Human Life
- be taught with a close partnership between school and home
- enable pupils to have an understanding that love is central and the basis of meaningful relationships
- enable pupils to have some understanding of themselves, their own bodies, their emotional development
- encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves
- enable pupils to reflect on their own relationships and recognise the qualities that help relationships to grow and develop positively
- have some understanding of and to give sensitive consideration to the beliefs, values and culture of others
- provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively
- teach facts and correct misinformation
- enable pupils to recognise the importance of the choices they make and that they are responsible for the decisions they take.
- help with careful consideration of family planning
- help pupils resist peer, social and media pressures where necessary
- help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality
- operate a zero tolerance to child-on-child abuse
- promote the 'Rights of the Child' - recently been accredited Silver as part of the Rights Respecting School programme. School is now on a journey to secure Gold.
- ensure that pupils understand what is meant by 'safe' and 'appropriate relationships' • ensure that pupils know what to do if they have a concern or are at risk

### b. Monitoring and evaluation

- Regular meetings and CPD opportunities are calendared throughout the year.
- The curriculum has been developed through training provided by the Local Authority and Tudor Grange Academy. A full list of the training completed is set in **Appendix 1**.

- Resources are planned and stored on SharePoint to ensure that pupils are receiving consistent and high-quality inputs. Staff are expected to differentiate their lessons to ensure that they are suitable for the ability and needs of the class they teach.
- A curriculum audit has been completed to identify links between other curriculum areas such as Science, RE, PE, Citizenship and humanities.
- RSHE and PSD will be monitored as part of the whole schools Quality Assurance through learning walks, book trawls and pupils voice.

#### c. Assessment

- Pupils will be assessed through teacher and self-assessment.
- Pupils receive a 'deep thinking' question as part of this assessment. This is highlighted in pink pen and set by the teacher. Pupils respond using their green pen (DIRT).
- Pupils are encouraged through out all lessons to reflect on the Personal Learning and Thinking Skills that have been introduced following our involvement with the Next Generation Award.

#### d. Equal opportunities

Issue relating to equal opportunities will be discussed and developed as appropriate and in the teaching of safe and healthy relationships.

#### e. SEND

Pupils with special educational needs will be considered in the planning and delivery of the curriculum. Teachers will need to assess whether:

- Resources/ activities need to be adapted to meet the needs of the pupil
- More/ less time is needed for a given topic
- Knowledge/ skills may need to be revisited in different contexts
- A pupil is at the right developmental stage to be taught a topic, despite their age

### 7. Safeguarding

- Staff are aware that the teaching of RSHE may lead to the disclosure of a child protection issue. Staff must consult with a designated safeguard Lead (Jo Daw, Cath Henvey, Celine Finn, Rebecca Burnett, Shezad Mahmood, Aurora Backhouse) or the Head teacher (Colin Crehan).
- Any external agencies which support the delivery of RSHE must be approved by Jo Daw or Shezad Mahmood
- Pupils must be supervised by staff at all time when taking part in a workshop or assembly provided by an external agency.

Approved by: \_\_\_\_\_

Last reviewed on: \_\_\_\_\_

Next review due by: \_\_\_\_\_

## Appendix 1

### Training completed by RWragg (Head of Citizen Development)

#### **Child Bereavement UK:**

Secondary Bereavement Awareness Training – 1<sup>st</sup> June 2020

#### **Tudor Grange Academy:**

Secondary RSHE Training – 12<sup>th</sup> January 2021 – 16<sup>th</sup> March 2021

#### **Birmingham Education:**

Youth Violence Webinar – 28<sup>th</sup> January 2021

#### **Lana Gaskin and Ayisha Ali:**

Secondary/ Post 16 RSHE Curriculum – 3<sup>rd</sup> February 2021

#### **Helen Carver:**

Gang Violence Birmingham – 4<sup>th</sup> February 2021

#### **Birmingham City Council:**

Teaching about controversial issues in Secondary school - 4<sup>th</sup> May 2021

#### **The National College:**

Online safety in schools – 21<sup>st</sup> April 2021 ( This was whole school)

Understanding Ofsted ‘Deep Dives’ and the Role of Subject and School Leaders – 4<sup>th</sup> May 2021

Building positive relationships to manage the behaviour of pupils with SEND/ Secondary – 21<sup>st</sup> July 2021

#### **Tam Oulton-Doris:**

Active Listening Training - 29<sup>th</sup> April 2021 – 13<sup>th</sup> July 2021

#### **City & Guilds:**

YGAM Gambling and Gaming Awareness Education Programme – 1<sup>st</sup> September 2021

