



# ALL SAINTS

## CATHOLIC COLLEGE

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## RSHE Policy

Approved by: Board of Governors Date: 25<sup>th</sup> May 2021

Last reviewed on: 6<sup>th</sup> February 2018 (as RSE Policy)

Next review due May 2024  
by:

## 1. Vision and Mission Statement

All Saints Catholic College has at its heart a love of God, the education of its students and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, emotional, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

## 2. Definition and Aims of RSHE

RSHE is a new statutory subject from September 2020. This policy sets out the approach to RSHE at All Saints Catholic College. It has been produced by Governors and teachers, in partnership with parents and is in accordance with Catholic teaching. It adheres to the statutory guidance, from the Department for Education (DfE), published in 2019, and updated in July 2020.

RSE refers to Relationships and Sex Education. HE refers to Health Education. This RSHE policy covers both Relationships and Sex Education and Health Education.

The DfE guidance states that “young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”<sup>1</sup>

Furthermore, the guidance sets out that the aim of RSE is to give young people “the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.”<sup>2</sup>

Health education covers both physical health and mental wellbeing. DfE guidance states that “the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”<sup>3</sup>

## 3. Our Rationale

The teaching of RSHE at ASCC is rooted in the Church’s teachings and the Gospel values and is in complete harmony with our Catholic ethos. At the heart of our school is the belief that all individuals are unique, equal and precious to God. Teaching about self-respect and self-worth is an integral part of this subject. As educators we are concerned with the education of the whole person: spiritual, physical, intellectual, moral, social, emotional and cultural.

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<sup>1</sup> DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, p4

<sup>2</sup> DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, p25

<sup>3</sup> DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, p35

RSHE in our school celebrates our belief that we are most in God's image and likeness when in authentic loving relationships, since God is love and not one person, but a relationship of love. Our programme enshrines Catholic values that relate to family, marriage and the importance of stable relationships.

We take an inclusive and non-discriminatory approach to delivering the curriculum, ensuring students are aware of relevant legislation and are confident that the teaching of our faith perspective need not be at odds with informing pupils of legislation.

RSHE at ASCC promotes a message of compassion and respect for all people and is taught in the spirit that we are called to be charitable; non-judgemental; kind and respectful. We recognise that relationship education is underpinned by the modelling of virtues and is an education in conscience.

At ASCC RSHE will be taught in a way that is sensitive to the needs of individual pupils and personal circumstances. We aspire to live out the values we teach in RSHE throughout the school, at all times.

#### 4. Working with Parents and Carers

At ASCC we identify with the statement made by the Catholic Bishops of England and Wales that, 'parents have the prime responsibility in teaching their children how to build healthy, loving relationships'<sup>4</sup>. We see our role as that of supporting parents and carers and our aim is that all of our parents and carers will have full confidence in the school's RSHE programme.

We will continue to consult with parents and carers in developing and reviewing this policy. We will inform parents and carers when the more sensitive aspects of RSE are being covered and will share with parents and carers links to the resources we will be using. Education is built on trust and we will offer parents and carers the opportunity to raise any questions they may have on any aspect of this subject.

RSE is compulsory for all pupils receiving secondary education, but "parents have the **right to withdraw** their children from some or all of sex education delivered as part of statutory RSE"<sup>5</sup>. Parents who wish to withdraw their children should contact the Headteacher in writing.

#### 5. Responsibility for RSHE

The Headteacher takes overall delegated responsibility for the implementation of this policy and its integration into the school's curriculum and for liaising with the Board of Governors, parents and carers, and the diocese.

The designated Lead for RSHE has a general responsibility for supporting other members of staff in the implementation of this policy and the dissemination of the information relating to RSHE and the provision of CPD in this subject.

RSHE is a whole school issue since all staff are involved in the pastoral care and wellbeing of our pupils and in supporting them in the development of healthy relationships and personal and social skills. For this reason, all staff are involved in developing the attitudes and values aspect of the programme.

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<sup>4</sup> Department of Catholic Education and Formation Catholic Bishops' Conference of England and Wales, Learning to Love, 2017, p3

<sup>5</sup> DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, p17.

There is a cross curricular aspect to RSHE and all those contributing to RSHE are expected to work within the guiding principles laid out in this policy.

The specific teaching of RSHE is integrated into the core curriculum and is delivered via a structured and sequenced programme of lessons in RE and PSHE, by specific staff at the school.

## **6. Outline of RSE programme**

The programme we are using at ASCC to deliver RSHE is balanced and is delivered in an age appropriate and inclusive way that is accessible to all.

Catholic teaching is promoted sensitively and in a manner that creates space for respectful dialogue and allows time for reflection and questions. The content of the curriculum is based upon the God-given dignity of each and every pupil and, through an understanding of virtues, teaches young people to make healthy choices that will benefit them for the rest of their lives.

The applicable law is taught in a factual way, so that pupils are clear on their rights and responsibilities as citizens.

The specific programme of study we are using for RSE is called 'Life to the Full' and has been produced by Ten:Ten. It speaks into the culture of young people and we hope it will inspire all involved in RSHE at ASCC including students, parents and teachers.

The programme is built on Ten:Ten's 10 principles. Details of the principles and an overview of the content for Years 7-11 can be found in the appendices. 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.

## **7. Health Education**

Some of the health education set out in the DfE guidance relates directly to RSE and is included in the Life to the Full schemes of work.

Other aspects of health education will be delivered through PSHE lessons and cross-curricular provision. This includes education on mental wellbeing; internet safety and harms; physical health and fitness (including cancer and cardio-vascular ill-health); healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid (including how to administer CPR) and the changing adolescent body.

## **8. Links to other policies**

This policy is supported by the following school policies:

ASCC Child Protection and Safeguarding Policy  
ASCC Anti-bullying Policy  
ASCC Equality Information and Objectives

## **9. Monitoring and evaluation of the programme**

The RSHE Lead will monitor the provision of the programme through learning walks, discussions with staff and students and by reviewing samples of work produced by pupils in each Year group.

The school will evaluate the RSHE provision through a variety of methods, including consultation with parents/carers, staff and students. Results of the evaluation will be discussed with governors.

## Appendix A

### Ten:Ten's 10 Principles for teaching Catholic RSE

1. Our bodies are good
2. As we grow in our loving relationships with others, we become closer to the image and likeness of God
3. Catholic RSHE should be about the whole person
4. Catholic RSHE should be taught in partnership with parents
5. Our deepest identity is as a child of God
6. Story can change hearts and minds
7. Catholic RSHE is an education in virtue
8. Catholic RSHE is an education in conscience
9. RSHE is about striving for the Common Good
10. Prayer, Scripture and the Sacraments underpin and make possible the living out of Catholic teaching

## Appendix B

Life to the Full is a new fully resourced programme for teaching RSE in Catholic schools. It includes Cinema-in-Education sessions.

The table below gives an overview of the content that will be covered in Years 7-11 and below that is a more detailed sample of the Year 7 content.

All	Created and Loved by God			Created to Love Others		Created to Live in Community	
Religious Understanding	Me, My Body, My Health	Emotional Well-being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-education
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
Created and Chosen	Deepest Identity	What do I do with these feelings?	Before I Was Born	When Relationships Get Tough	Think Before You Share	Living in an Unjust World	The Trouble With Max
The Search for Love	Love People, Use Things	In Control of My Choices	Fertility and Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Authentic Freedom	Body Image	Values, Attitudes and Beliefs	Pregnancy and Abortion	Parenthood: Ready or Not?	Exploitation	Moral Questions	Babies
Respect	Keeping Well... on the outside	Keeping Well... on the inside	Family Time	Can't Stop the Feeling	Sexual Health	It's a Hard World	Truth and Lies

### Foundation Level programme for Years 7 Overview Who Am I?

Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.

#### Changing Bodies

Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan for them and He is with them throughout it all.

#### Healthy Inside and Out

Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.

#### Where We Come From

Pupils will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made.

#### Family and Friends

Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.

#### My Life on Screen

Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.

#### Living Responsibly

Pupils will learn the effects of their actions on others and understand the concept of social responsibility.

## **Advanced Programme Year 8 Overview Religious understanding: Created and Chosen**

To help students to develop an appreciation that their deepest identity is in God; as people created, chosen and loved by God.

### **My body: Deepest Identity**

Students will learn that science proves their uniqueness and they will celebrate the uniqueness of their God-given body, nature, gifts and talents.

### **Emotional Well-Being: What do I do with these feelings?**

Building on the core teaching in the Religious Understanding session about our deepest identity being in God, students will learn about some of the ways people may choose to articulate certain aspects of their identity, including gender and sexuality identity.

### **Life Cycles: Before I was Born**

They will learn that media portrayals of the human body may present a false ideal of male/female bodily perfection (stereotypes) which does not reflect real life and can have a negative impact on the individual.

### **Personal Relationships: When Relationships Get Tough**

This session explores sexual attraction and sensual pleasure and helps students to understand these feelings within the context of our deepest identity being rooted in God.

### **Keeping Safe: Think Before You Share**

This leads to an exploration of all kinds of pressure: spoken and unspoken, positive and negative, from self and others. Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.

### **Wider World: Living in an Unjust World**

Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.



## Appendix C

### GOV.UK documents

Statutory guidance: Relationships education, relationships and sex education (RSE) and health education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Understanding Relationships, Sex and Health education at your child's secondary school: a guide for parents [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)