

CRANMORE



Senior School (Years 7-11) Relationships and Sex Education (RSE) Policy

'I have come that you might have life and have it to the full'

John 10:10

"Love that leads to marriage is a gift from God and a great act of faith toward other human beings."

St. Pope John Paul II

Cranmore's Mission Statement and Values

***Cranmore's mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.
Cranmore's values: Faith, Character, Community, Compassion and Intellect.***

Policy Aims and Implementation

In this policy, Cranmore's Governors and teachers, in partnership with parents, set out their intentions for Relationships and Sex Education (RSE) within Years 7-11. It has been produced with due regard to the Department for Education's statutory guidance (2019) on Relationships, Sex and Health Education and the Catholic Education Service interpretation of this government guidance (CES, 2020).

Implementation and review of this policy will take place after consultation with the Governors in the **Autumn Term 2024** and it will be reviewed annually by the Headteacher, RSE Coordinator, Governing Body and staff. This policy should be viewed in conjunction with the school's other policies relating to student welfare, such as the Anti-Bullying Policy and Safeguarding Policy.

Defining Relationships Education (RE) and Relationships and Sex Education (RSE)

The DfE guidance states that, "children and 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"¹. It is about the pupil's knowledge and understanding of themselves 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.

In Cranmore's Senior School, Relationships and Sex Education is designed to "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships". It enables 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 also covers “contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)”².

Aims of Relationships and Sex Education (RSE) at Cranmore

Our Mission Statement and school values commit us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that 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”³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Rationale

‘I have come that you might have life and have it to the full’

John 10:10

We are involved in RSE 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 school. Our approach to RSE 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. RSE, 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, RSE 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 to be understood and appreciated. All RSE 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. It will also prepare pupils for life in modern Britain.

Catholic 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 God’s call to love others with a proper respect for their dignity and the dignity of the human body.

The following virtues are addressed: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

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;
- 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.

Delivery of Relationships and Sex Education (RSE)

We intend that the three aspects of the school's RSE – attitudes and values, knowledge and understanding, and personal and social skills - will be delivered in three inter-related ways: the whole school/ethos dimension; a cross curricular dimension and a specific Relationships and Sex Curriculum.

Curriculum Subjects

This RSE policy is delivered as part of the PSHE framework. PSHE teachers receive regular training in RSE and how to manage sensitive discussions within the PSHE classroom

The DfE 2019 statutory guidance provides extensive detailed tables of information about what pupils should know by the end of Key Stage Four (Year 11). These topics are taught within the RSE, PSHE and Science curriculum.

- **Primary** - about matters such as families and people who care for us, recognising caring friendships and respectful relationships, inline relationships and being safe
- **Secondary** - building further on the areas above introduced in Primary, and including in addition: intimate and sexual relationships, including sexual health. Pupils should be apprised of relevant legal provisions when topics are being taught, such as consent (including the age of consent,), FGM, sexuality, gender identity, exploitation.

The Year 7-11 PSHE teaching topic overviews for 2024-25 are attached to this policy in the appendix. Schemes of work are likely to alter each year in response to teacher assessment of student progress and student feedback.

The “Life to the Full” RSE programme

In Cranmore’s Senior School, we follow the “Life to the Full” RSE course, created by award winning Catholic education organisation, [Ten Ten Resources](#). The programme was developed alongside the Catholic Education Service’s Model RSE Programme and it has been highlighted by the Department of Education as a work of good practice. Thus, it has been approved by the Diocese of Arundel and Brighton. It is fully compliant with the Department for Education’s 2019 statutory guidance on Relationships and Sex Education.

The programme is delivered via centralised resources (including PowerPoints and worksheets) to ensure consistency of delivery. Resources are shared with teachers well in advance to enable thorough lesson preparation.

Student progress is assessed and monitored by PSHE teachers and evaluated by the RSE Coordinator in accordance with the school’s monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age-appropriate level.

A balanced curriculum

Whilst promoting Catholic values and teaching in accordance with Church teaching, the Ten Ten’s “Life to the Full’ programme delivers a balanced RSE programme which offers a range of viewpoints on issues. Pupils receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Sources of help and support, both internal and external to school, are signposted at the end of every lesson.

An overview of the Ten:Ten “Life to the Full” programme is attached to this policy in the appendix.

Inclusion and Differentiated Learning

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

PSHE teachers will ensure that RSE 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 the pupils 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.

Pupils with particular difficulties, whether of a physical or academic nature, will receive appropriately differentiated support 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.

Responsibility for Teaching the Programme

Responsibility for the specific Relationships and Sex Education programme lies with the RSE coordinator, PSHE teachers and Science teachers. Additionally, vetted External speakers may be invited into school by the RSE Coordinator or Assistant Head (Pastoral) to address pupils on relevant RSE themes at age-appropriate levels.

However, all school staff are involved in developing the attitudes and values aspect of the RSE programme at Cranmore. All staff should 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.

Those teaching and/or presenting the RSE programme are to maintain their political impartiality. Teachers and presenters are to facilitate discussions or topics in a balanced way, which prohibits the promotion of partisan political views, and to follow the guidelines of expressing personal opinions and scenarios in the delivery of this content. Further information can be found [here](#).

Dealing with Sensitive Issues and Responding to Questions

The governors want to promote a healthy, positive atmosphere in which RSE 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.

All RSE teaching will be undertaken in a whole class context. Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to their parents if necessary. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Working with Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents in educating their children. Therefore, the school will support parents by providing an annual information evening to help parents to find out more. Parents will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Ten Ten Resources also support parents via an [online parent portal](#) which outlines lesson content and provides guidance on how topic areas may be addressed at home.

Parents will be consulted before this policy is ratified by the governors. Our aim is that, at the end of the consultation process, every parent will have full confidence in the school's RSE programme to meet their child's needs.

In the Senior School, parents continue to have some rights to withdraw their child from Sex Education, except in those elements which are required by the National Curriculum for Science. Should parents wish to remove their child from these elements, they are asked to notify the school by contacting the Head teacher. The school will provide support alongside material for parents to help the child with their RSE learning. However, we believe that the controlled environment of the classroom is the safest place for

this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from RSE (commonly referred to as the right to withdraw). This parental right to withdraw from Sex Education exists until three terms before a child turns 16.

Roles and Responsibilities

Governors

- draw up the RSE 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 school policies, e.g., SEN, the ethos of the school 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 RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority as well as any other appropriate agencies.

RSE Coordinator

The RSE Coordinator, with the Head teacher, 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 RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility 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 RSE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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.

Safeguarding

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE 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 child or young person is a victim of, or is at risk of, abuse they are required to follow the school'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 RSE 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 about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. 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 circumstances they would have to inform others, e.g. Designated Safeguarding Lead, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work. The programme will be evaluated annually by means of questionnaires or by discussion with 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.

Dissemination

Copies of this policy will be available to all parents through the school's website and copies can also be obtained through the School Office. Details of the content of the RSE curriculum will also be published on the school's website.

The Governors of Cranmore have formally adopted this policy for RSE.

Signed **Chair of Governors**

Signed **Headteacher**

Date **March 2024**

Date for Review **March 2025**

Amended: SJ, JS, HT Sept 2024

Appendix

Year 7 – 11 PSHE Topic Overviews

	Autumn Term 2024	Spring Term 2025	Summer Term 2025
Year 7	<ul style="list-style-type: none"> • Class Contract • Identity: who am I? What are my values? • Managing Risk – online, offline and personal safety • Celebrating Difference in our Communities – Black History Month • Introduction to Relationships and Sex Education (Ten:Ten Resources) • Identity: created by God as one person, both body and soul <ul style="list-style-type: none"> ○ Positive and stable relationships between family and friends, including different family structures ○ Conflict resolution • Anti-bullying Week 	<ul style="list-style-type: none"> • Techniques to stay calm & focussed • Health – diet, exercise, healthcare • Puberty – physical and emotional changes, hygiene • Body image • Human reproduction – fertility, menstruation and sexual intercourse 	<ul style="list-style-type: none"> • Body image • Self-esteem, confidence and decision-making • Management of digital lives, including the impact on ourselves and others • Living responsibly in community
Year 8	<ul style="list-style-type: none"> • Class Contract and Safeguarding at Cranmore • Celebrating difference in successful communities, including Black History Month • Careers Education • Anti-bullying Week • Protected Characteristics • Respect: Prejudice, discrimination and homophobia 	<ul style="list-style-type: none"> • Techniques to stay calm & focused • Drugs Education • Managing Risk • First aid and life support 	<ul style="list-style-type: none"> • Healthy relationships • Positive communication skills • Digital footprints – social, personal and legal consequences of sharing images of a sexual nature; pornography; online exploitation • Sexual attraction and intimacy • Sexual reproduction - conception; miscarriage and termination
Year 9	<ul style="list-style-type: none"> • Class Contract and Safeguarding at Cranmore • Positive relationships • Diversity, stereotypes, prejudice and discrimination • Campaigning for justice • Gangs and knife crime • RSE - Portrayals of relationships in media • Sexual intimacy, including the teachings of the Catholic Church • Different types of commitment in relationships • When things go wrong online – sharing sexual imagery 	<ul style="list-style-type: none"> • Techniques to stay calm & focused • Careers Education • RSE – consent online; pressure and coercion • Reproductive health: Fertility and contraception, including artificial and natural methods • Introduction to sexual health • Influences on decision making (physical safety and sexual activity) 	<ul style="list-style-type: none"> • Sexual intimacy: including sexual desire, casual sex, pornography and masturbation • Physical consent and sexual exploitation • Cinema in Education: explores themes of peer pressure, relationships, sexting and the impact of the media. • Making safe choices: risk-taking • Self-assessment
Year 10	<ul style="list-style-type: none"> • Class Contract and Safeguarding at Cranmore • Values • Law and Governance • RSE – making decisions about sex • Healthy relationships • Abuse, including FGM 	<ul style="list-style-type: none"> • Techniques to stay calm & focused • Careers Education • RSE – values, attitudes and beliefs • Body image and self-esteem 	<ul style="list-style-type: none"> • Reproductive cycles – pregnancy and abortion • Parenting • Independence and personal safety • Cinema in Education: safe sex and pregnancy • Self-reflection
Year 11	<ul style="list-style-type: none"> • Class Contract and Safeguarding at Cranmore • Role-modelling • Careers • Celebrating difference • RSE - Self-esteem • Abuse and coercive-control • Pornography 	<ul style="list-style-type: none"> • Techniques to stay calm & focused • Coping strategies • Eating disorders • Addiction • Sexual and reproductive health – birth control and STIs 	<ul style="list-style-type: none"> • Study skills • Appreciation of others

Ten:Ten Resources “Life to the Full” Programme Overview

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	Personal Relationships	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
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	My Life on Screen
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility And Contraception	Marriage
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, Attitudes	Parenthood	Pregnancy and Abortion
Year 11	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography
		Truth and Lies	Coercive Control	STIs	Truth or Lies – Part One
					Truth or Lies – Part Two