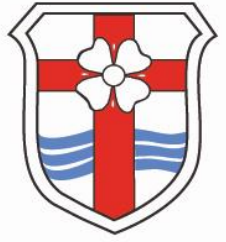


ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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Relationships and Sex Education Policy (CES Model Policy)

Ownership: Governors' Curriculum Committee

Document Date: Autumn 2024

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"Love is an art to be learned. It is a giving experience, a selfless act. Every experience of love gives a glimpse of the meaning of love in God himself. Human love is the instrument we can use to explore the mystery of love, which is God."

Cardinal Basil Hume

Pupils in St Margaret Clitherow Catholic Primary School are happy, confident and very proud of their school. They clearly understand their mission statement, 'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide, let us follow Him.' They can quote scripture to give examples of how they do their best to follow Jesus every day. Pupils explain that if they ever feel worried about something they are confident that adults will help them in a discreet and caring way. They are fully aware of their responsibilities towards the more vulnerable members of society and can reference Catholic social teaching when discussing their work with the local foodbank.

Catholic Schools Inspectorate October 2024

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

Ofsted May 2024

*At St Margaret Clitherow School we are committed to Safeguarding Children
Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

Miss Carmela Puccio	Headteacher
Mrs Marie Stewart	RSE Link Governor
Mrs Bernadette Hurley	PSHE Lead

INTRODUCTION

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

This policy has been produced in consultation with the Headteacher, governors, staff and parents. Views of pupils have also been taken into careful consideration through lesson evaluations, reflections on learning and pupil interviews.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2024. This policy will be reviewed every year by the Headteacher, RSE Lead and Governing Body.

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. A copy is available in the school office and details of the content of the RSE curriculum will also be published on the school's website.

DEFINING RELATIONSHIP AND SEX EDUCATION

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 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. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers. Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of Relationships and Health Education 2020 ³ and National Curriculum Science.

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

RATIONALE

‘I HAVE COME THAT YOU 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 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 (and the Welsh Assembly Government) 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.

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 RSE AND SCHOOL MISSION STATEMENT

Our Mission Statement

‘JESUS LIVES IN US, OUR FAMILIES, OUR SCHOOL, OUR CHURCH, OUR WORLD.

JESUS IS OUR GUIDE, LET US FOLLOW HIM.'

3 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, 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"⁴, 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***:

- 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;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life.

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 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 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.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, 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 school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex programme within the school PSHE Curriculum.

Our programme will cover...

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- reflection
- experiential
- active
- brainstorming
- film & video
- group work

- role-play
- values clarification

Assessment methods will include monitoring and evaluation at the start and end of units, pupil voice and book scrutiny.

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 school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing access to RSE resources via a parent portal, parent information evenings and separate drop-in sessions will be arranged to provide opportunities to view resources used by the school in the RSE programme. Parents/carers 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.

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

Parents continue to have the **right to withdraw** their children from Sex Education except in those elements which are required by statutory Relationships and Health Education and the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher.

We believe that the controlled environment of the classroom is that safest place for this curriculum to be followed. A safe classroom and effective learning environment will be established through the use of ground rules (drawn up by both pupils and the classroom teacher). These will be referred to at the start of every lesson and may be changed and amended throughout the year in order to reflect the changing needs of pupils within their classroom environment.

Questions will be answered by teaching staff in a safe and effective way that matches the social and emotional development of pupils as well as their chronological age. The sharing of personal information will be discouraged and pupils will be reminded of the agreed class rules should this arise. A Communications Box will be used in lessons to ensure that pupils have the opportunity to ask questions anonymously and in a safe context. All pupils will be encouraged to submit questions and these will be answered sensitively and appropriately within either a class, group or individual basis.

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 RSE programme that offers a range of viewpoints on issues.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for teaching relationships and sex education programme lays with the classroom teachers and PSHE/RSE Lead.

However, all staff will be involved in developing the attitudes and values aspect of the RSE 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

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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 school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools 5.

Health professionals should follow the school'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 RSE

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.

Headteacher

The Headteacher 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, also appropriate agencies.

PSHE/RSE Lead

The PSHE/RSE Lead 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 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc).

Pupils with Special Educational Needs (SEN) 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.

CHILDREN'S QUESTIONS

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. 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 RSE 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 ARE AT RISK

Children will also 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, teachers, support staff, parents and 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, 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 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., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The PSHE/RSE Lead will monitor the provision of the various dimensions of the programme at regular intervals. The programme will be evaluated annually through feedback including questionnaires, response sheets, needs assessment, pupil voice, staff discussions and parental feedback. RSE provision will be part of the school's annual self-evaluation process and any amendments will be included within the School Development Plan. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

EYFS	MODULE ONE CREATED AND LOVED BY GOD	MODULE TWO CREATED TO LOVE OTHERS	MODULE THREE CREATED TO LIVE IN THE COMMUNITY
TEN TEN PROGRAMME			
	UNIT 2 ME, MY BODY, MY HEALTH	UNIT 2 PERSONAL RELATIONSHIPS	UNIT 2 LIVING IN THE WIDER WORLD
	SESSION 1: I AM ME	SESSION 1: WHO'S WHO?	SESSION 1: ME, YOU, US
	SESSION 2: HEADS, SHOULDERS, KNEES AND TOES	SESSION 2: YOU'VE GOT A FRIEND IN ME	SESSION 2: WHEN I GROW UP
	SESSION 3: READY TEDDY?	SESSION 3: FOREVER FRIENDS	
	UNIT 3 EMOTIONAL WELLBEING	UNIT 3 LIFE ONLINE	
	SESSION 1: I LIKE, YOU LIKE, WE ALL LIKE!	SESSION 1: WHAT IS THE INTERNET?	
	SESSION 2: ALL THE FEELINGS	SESSION 2: PLAYING ONLINE	
	SESSION 3: LET'S GET REAL		
	UNIT 4 LIFE CYCLES	UNIT 4 KEEPING SAFE	
	SESSION 1: GROWING UP	SESSION 1: SAFE INSIDE AND OUT	
	SESSION 2: NEW PEOPLE, NEW PLACES (<i>TRANSITION SUPPORT</i>)	SESSION 2: MY BODY, MY RULES	
		SESSION 3: FEELING POORLY	
		SESSION 4: PEOPLE WHO HELP US	
WHOLE SCHOOL	HARVEST FESTIVAL ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

YEAR 1	MODULE ONE CREATED AND LOVED BY GOD	MODULE TWO CREATED TO LOVE OTHERS	MODULE THREE CREATED TO LIVE IN THE COMMUNITY
TEN TEN PROGRAMME			
	UNIT 2 ME, MY BODY, MY HEALTH	UNIT 2 PERSONAL RELATIONSHIPS	UNIT 2 LIVING IN THE WIDER WORLD
	SESSION 1: I AM UNIQUE	SESSION 1: SPECIAL PEOPLE	SESSION 1: THE COMMUNITIES WE LIVE IN
	UNIT 3 EMOTIONAL WELLBEING	UNIT 3 LIFE ONLINE	
	SESSION 1: FEELINGS, LIKES, DISLIKES	SESSION 1: REAL LIFE ONLINE	
	SESSION 2: FEELINGS INSIDE OUT		
	UNIT 4 LIFE CYCLES	UNIT 4 KEEPING SAFE	
	SESSION 1: THE CYCLE OF LIFE (CHANGE AND GROW)	SESSION 2: PHYSICAL CONTACT	
		SESSION 4: CAN YOU HELP ME? (PART 1)	
WHOLE SCHOOL	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

YEAR 2	MODULE ONE CREATED AND LOVED BY GOD	MODULE TWO CREATED TO LOVE OTHERS	MODULE THREE CREATED TO LIVE IN THE COMMUNITY
TEN TEN PROGRAMME			
	UNIT 2 ME, MY BODY, MY HEALTH	UNIT 2 PERSONAL RELATIONSHIPS	UNIT 2 LIVING IN THE WIDER WORLD
	SESSION 2: GIRLS AND BOYS	SESSION 2: TREAT OTHERS WELL	SESSION 2: WHO WILL I BE?
	SESSION 3: CLEAN AND HEALTHY	SESSION 3: ...AND SAY SORRY	SESSION 3: NEEDS AND WANTS
	UNIT 3 EMOTIONAL WELLBEING	UNIT 3 LIFE ONLINE	
	SESSION 3: SUPER SUSIE GETS ANGRY	SESSION 2: RULES TO HELP US	
	UNIT 4 LIFE CYCLES	UNIT 4 KEEPING SAFE	
	SESSION 2: BEGINNINGS AND ENDINGS (BIRTH AND DEATH)	SESSION 1: GOOD SECRETS AND BAD SECRETS	
	SESSION 3: CHANGE IS ALL AROUND (SUPPORTS TRANSITION)	SESSION 3: HARMFUL SUBSTANCES	
		SESSION 5: CAN YOU HELP ME? (PART TWO)	
WHOLE SCHOOL	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

YEAR 3	MODULE ONE CREATED AND LOVED BY GOD	MODULE TWO CREATED TO LOVE OTHERS	MODULE THREE CREATED TO LIVE IN THE COMMUNITY
TEN TEN PROGRAMME			
	UNIT 2 ME, MY BODY, MY HEALTH	UNIT 2 PERSONAL RELATIONSHIPS	UNIT 2 LIVING IN THE WIDER WORLD
	SESSION 1: WE DON'T HAVE TO BE THE SAME	SESSION 1: FRIENDS, FAMILY AND OTHERS	SESSION 1: HOW DO I LOVE OTHERS? <i>(CATHOLIC SOCIAL TEACHING – TOGETHER FOR COMMON GOOD)</i>
	SESSION 2: RESPECTING OUR BODIES	SESSION 2: WHEN THINGS FEEL BAD (ANTIBULLYING)	SESSION 2: WORKING TOGETHER
	UNIT 3 EMOTIONAL WELLBEING	UNIT 3 LIFE ONLINE	
	SESSION 1: WHAT AM I FEELING?	SESSION 1: SHARING ONLINE	
	SESSION 3: I AM THANKFUL	SESSION 2: CHATTING ONLINE	
		UNIT 4 KEEPING SAFE	
		SESSION 2: DRUGS, ALCOHOL AND TOBACCO	
WHOLE SCHOOL	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

YEAR 4	MODULE ONE CREATED AND LOVED BY GOD	MODULE TWO CREATED TO LOVE OTHERS	MODULE THREE CREATED TO LIVE IN THE COMMUNITY
TEN TEN PROGRAMME			
	UNIT 2 ME, MY BODY, MY HEALTH	UNIT 2 PERSONAL RELATIONSHIPS	UNIT 2 LIVING IN THE WIDER WORLD
	SESSION 3: WHAT IS PUBERTY?	SESSION 2: WHEN THINGS FEEL BAD (<i>ANTIBULLYING</i>)	SESSION 3: MONEY MATTERS
	SESSION 4: CHANGING BODIES*		
	UNIT 3 EMOTIONAL WELLBEING	UNIT 3 LIFE ONLINE	
	SESSION 2: WHAT AM I LOOKING AT?	SESSION 3: RIGHTS AND RESPONSIBILITIES (<i>CATHOLIC SOCIAL TEACHING</i>)	
	UNIT 4 LIFE CYCLES	UNIT 4 KEEPING SAFE	
	SESSION 1: LIFE CYCLES	SESSION 1: SAFE IN MY BODY	
	SESSION 2: A TIME FOR EVERYTHING	SESSION 3: FIRST AID HEROES	
	SESSION 3: BIG CHANGES, LITTLE CHANGES		
WHOLE SCHOOL	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

YEAR 5	MODULE ONE CREATED AND LOVED BY GOD	MODULE TWO CREATED TO LOVE OTHERS	MODULE THREE CREATED TO LIVE IN THE COMMUNITY
TEN TEN PROGRAMME			
	UNIT 2 ME, MY BODY, MY HEALTH	UNIT 2 PERSONAL RELATIONSHIPS	UNIT 2 LIVING IN THE WIDER WORLD
	SESSION 1: GIFTS AND TALENTS	SESSION 2: SO YOU WANT A PIECE OF CAKE?	SESSION 1: REACHING OUT (<i>CATHOLIC SOCIAL TEACHING – TOGETHER FOR COMMON GOOD</i>)
	SESSION 2: GIRLS' BODIES	SESSION 3: SELF-TALK	
	SESSION 3: BOYS' BODIES		
	SESSION 4: SPOTS AND SLEEP		
	UNIT 3 EMOTIONAL WELLBEING	UNIT 3 LIFE ONLINE	
	SESSION 2: PECULIAR FEELINGS	SESSION 1: SHARING ISN'T ALWAYS CARING	
	SESSION 3: EMOTIONAL CHANGES	SESSION 2: CYBERBULLYING	
	UNIT 4 LIFE CYCLES	UNIT 4 KEEPING SAFE	
	SESSION 3: MENSTRUATION	SESSION 2: IMPACTED LIFESTYLES	
		SESSION 3: MAKING GOOD CHOICES	
WHOLE SCHOOL	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	

YEAR 6	MODULE ONE CREATED AND LOVED BY GOD	MODULE TWO CREATED TO LOVE OTHERS	MODULE THREE CREATED TO LIVE IN THE COMMUNITY
TEN TEN PROGRAMME			
	UNIT 2 ME, MY BODY, MY HEALTH	UNIT 2 PERSONAL RELATIONSHIPS	UNIT 2 LIVING IN THE WIDER WORLD
	COVERED IN YEAR 5. SESSIONS CAN BE USED AS A RECAP IF APPROPRIATE	SESSION 1: UNDER PRESSURE	SESSION 2: THE WORLD OF WORK (<i>CATHOLIC SOCIAL TEACHING – TOGETHER FOR COMMON GOOD</i>)
		SESSION 4: BUILD OTHERS UP (<i>ANTIBULLYING + PROTECTED CHARACTERISTICS</i>)	SESSION 3: MONEY AND ME
	UNIT 3 EMOTIONAL WELLBEING	UNIT 3 LIFE ONLINE	
	SESSION 1: BODY IMAGE	COVERED IN YEAR 5.	
	SESSION 3: EMOTIONAL CHANGES		
	SESSION 4: SEEING STUFF ONLINE (<i>NON- STATUTORY CONTENT</i>)		
	UNIT 4 LIFE CYCLES	UNIT 4 KEEPING SAFE	
	SESSION 1: MAKING BABIES 1	SESSION 1: TYPES OF ABUSE (INC FGM)	
	SESSION 2: MAKING BABIES 2 (<i>NON-STATUTORY CONTENT</i>)	SESSION 4: GIVING ASSISTANCE	
	SESSION 4: HOPE BEYOND DEATH		
	SESSION 5: COPING WITH CHANGE (<i>TRANSITION TO YEAR 7</i>)		
WHOLE SCHOOL	HARVEST FESTIVAL ANTI-BULLYING WEEK ADVENT FUNDRAISING	FEELING GOOD WEEK LENT FUNDRAISING	



A GOVERNOR AUDIT FOR MONITORING RSE

This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure that the needs of the children and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in accordance with Catholic teaching and consistent with the Catholic mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			
There is a designated senior member of staff (or team) responsible for RSE in the school with an agreed description of their role and responsibilities in relation to RSE.			
There is a designated governor to monitor RSE.			
Governors are aware of how RSE is taught across the school and of the reasons for the choice of resources used.			

Criteria	Fully	Partly	Not Evidence d
A range of appropriate RSE resources are used to meet the needs of all pupils.			
Clear, developmental schemes of work identify the elements of RSE taught across subjects and show how the requirements of RSE within PSHE and the National Curriculum are covered.			
Parents/carers are regularly made aware of how RSE is taught throughout the school.			
Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school is supporting parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home			
The policy has been disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents.			
All staff understand their role in the delivery of RSE.			
Staff training needs are audited to help determine the programme of CPD for RSE.			
The policy takes into account issues related to equal opportunities.			
There is a confidentiality clause in the RSE policy, developed in consultation with parents/carers, young people and governors. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.			
Next steps: Completed by: _____ Date: _____			