



St Thomas More RC College

Policy:

Relationship and Sex Education Policy

This policy will be reviewed every 12 months

Author	H Brophy	
	Signature of member of Governing body	Date
Policy approved/ reviewed (delete as appropriate)		September 2026

Relationships and Sex Education Policy – St Thomas More RC College Adapted from the CES Policy

1. School Mission Statement

St Thomas More RC College is a group of believers, united heart and soul in a Community which recognises the worth and dignity of all people. St Thomas More RC College is committed to developing fully the talents of all its members, in Communication of the Gospel values of peace, love, truth and justice; in Communion with Our Lord and Saviour, Jesus Christ.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions with regard to relationships and sex education. (RSE). We set out our rationale for and approach to relationships and sex education at St Thomas More RC College.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and paper copies are available on request from the school office.

Consultation has taken place with parents/carers/families on the school approach to RSHE

2. Defining relationship and sex education

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”. High quality RSE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”. 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 skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.”

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections.

We deliver RSHE in line with relevant legislation and statutory guidance including

Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

However, the reasons for our inclusion of RSE in the curriculum go further

3. 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 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 (‘Education in Sexuality’, Catholic Education Service), and as advocated by the DfE, relationships and sex education will be firmly embedded in the CPSHE 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 and support will be provided to help pupils deal with different sets of values.

4. 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

5. Aim of RSE and the Mission Statement

Our Mission Statement 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” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

The aims of Relationships and Sex Education (RSE) at St Thomas More are to:

- Deliver RSE in CPSHE lessons (Citizenship, Personal, Social, Health and Economics education), RE lessons and other mechanisms using schemes and resources approved by the Diocesan Bishop through the Life to the Full Programme produced by Ten:Ten Resources.
- Prepare pupils for post-16 life in taught lessons once per fortnight (1 hour)

- Create a positive culture around issues of relationships, where pupils feel valued and are able to engage in positive dialogue with their peers and subject teacher
- Assist pupils in developing feelings of self-respect, confidence and empathy
- Teach pupils the correct dialogue to be informed to express their feelings

6. Objectives

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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by 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.

7. Policy Development

This policy is a working document and has been, and will continue to be, developed with staff, pupils and their parents/carers. The continuing consultation and policy development process has involved or will continue to involve the following steps:

- Review – all relevant information has been collated, including relevant national and local guidance, together with our needs as identified in our local community as they present
- Staff consultations – Microsoft Forms surveys will be issued to staff to collate thoughts and feelings about what is delivered in CPSHE (RSE).
- Pupil consultation – To continue to use digital platforms to collate pupils' thoughts on the delivery and content of CPSHE.
- Parent/Carer consultation – Parents/Carers have been consulted and an overview of what is taught in CPSHE continues to be shared on our college's website. Parents/Carers can share their views at any time by contacting school and parents/carers views are taken into account when tailoring the curriculum map and delivery.
- Ratification – any time a significant change is considered, this will be presented to the Board of Governors for review and ratification.

8. Curriculum

The CPSHE curriculum at both Key Stage Three and Four has been developed with the use of Ten:Ten Resources and the Live To The Full programme. If a pupil asks a question or discloses a potential safeguarding concern, the class teacher will share this with the safeguarding team in line with whole school policy.

9. Delivery of RSE

RSE is taught within CPSHE timetabled lessons at Key Stages Three and Four, alongside Citizenship, PSHE, and Careers.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education lessons. Pupils in Year 9 also receive a stand-alone sex education session delivered by Tameside MBC.

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

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 and 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).

10. Inclusion and adaptive teaching and 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, their own sexual orientation, 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

11. 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.

12. Broad content of RSE or RSHE

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 curriculum.

Our programme will cover following the TEN:TEN scheme

Year 7

Theme	Focus	Theme Title	Key Message
Theme 1	Religious Understanding	Who Am I?	Each person is uniquely created, body and soul, and loved by God. Our identity and dignity are gifts that shape how we see ourselves and others.
Theme 2	Me, My Body, My Dignity	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Theme 3a	Wellbeing and Health	Healthy Inside & Out	Healthy self-esteem supports emotional wellbeing and helps us care for our bodies and relationships.
Theme 3b	Wellbeing and Health	Keeping Well - Part 1	Human beings are created, body and soul; therefore, caring for our physical health is part of respecting the gift of our bodies.
Theme 4	Life Cycles	Where We Come From	Sexual intercourse is more than a physical act; within marriage, it is a gift from God that expresses love and openness to life.
Theme 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family helps us develop strategies for managing conflict and strengthening respect.
Theme 6	Online Awareness	My Life on Screen	Our online lives need safeguarding, just like in real life. Making wise and respectful choices online helps protect our dignity and the dignity of others.
Theme 7	Living in the Wider World	Living Responsibly	Becoming aware of how our actions affect others helps us grow in responsibility and understand the concept of social responsibility.
Theme 8	Safe and Well	Basic First Aid - Part 1	Learning how to stay calm and respond in an emergency helps us care confidently for others.

Year 8

Theme	Focus	Theme Title	Key Message
Theme 1	Religious Understanding	Created and Chosen	We are not accidents or afterthoughts, but created intentionally and loved by God. Our dignity is rooted in this truth and cannot be earned or taken away.
Theme 2	Me, My Body, My Dignity	Appreciating Differences	Understanding our identity includes recognising male and female differences and learning to root our sense of self in being created in God's image.
Theme 3a	Wellbeing and Health	Feelings	Managing sexual feelings and attraction requires self-control, patience and respect for ourselves and others.
Theme 3b	Wellbeing and Health	Keeping Well - Part 2	Understanding our mental health and emotional wellbeing helps us respond wisely to everyday challenges and build resilience.
Theme 4	Life Cycles	Before I Was Born	Reflecting on life in the womb reveals both its beauty and fragility, deepening our respect for human life from its earliest beginnings.
Theme 5	Personal Relationships	Tough Relationships	In real-life relationships, learning to practise tolerance, kindness and forgiveness helps us grow in maturity and respect.
Theme 6	Online Awareness	Think Before You Share	Sharing images and information carries responsibility. Treating ourselves and others with dignity online means thinking before we post, comment or forward content.
Theme 7	Living in the Wider World	Wider World	Recognising unjust discrimination in our world challenges us to examine our own attitudes and behaviour, and to choose fairness and respect.
Theme 8	Safe and Well	Basic First Aid - Part 2	Being prepared to respond when someone feels unwell helps us act with confidence and compassion in everyday situations.

Year 9

Theme	Focus	Theme Title	Key Message
Theme 1	Religious Understanding	The Search for Love	Beyond romance and desire, authentic love involves choosing the other's good. This deeper view shapes how we see relationships and sex.
Theme 2	Me, My Body, My Dignity	Love People, Use Things	People are to be loved, not used. Recognising this protects our dignity and that of others in relationships and everyday choices.
Theme 3a	Wellbeing and Health	In Control of My Choices	True freedom involves responsibility. Learning to reflect before acting helps us stay in control of our choices and their consequences.
Theme 3b	Wellbeing and Health	Drug and Smoking Awareness	Substances can affect health, judgement and freedom. Understanding the risks helps us make informed and responsible decisions.

Theme 4	Life Cycles	Fertility and Contraception	Fertility is a gift and a responsibility. Understanding reproduction and conception helps us consider how our sexual choices fit God's plan for sex.
Theme 5a	Personal Relationships	Commitment and Marriage	Marriage represents a lifelong bond of love and faithfulness. Exploring its meaning helps us reflect on the purpose of commitment in relationships.
Theme 5b	Personal Relationships	Understanding Consent	Consent is essential in any healthy relationship. Respecting boundaries safeguards dignity, safety and freedom.
Theme 6	Online Awareness	Safe and Smart Online	Online spaces require discernment and responsibility. Thinking critically about what we share and consume helps protect ourselves and others.
Theme 7	Living in the Wider World	Human Rights – And Wrongs	Human rights flow from human dignity. Exploring issues such as sexual exploitation, harassment and assault helps us understand how rights can be upheld or violated.
Theme 8	Safe and Well	Out and About / Lifesaving Skills	Making wise decisions in public spaces requires awareness, prudence and respect for others. Calm risk assessment helps protect life and dignity. Knowing how to respond in an emergency builds confidence and courage. Early action can save lives.

Year 10

Theme	Focus	Theme Title	Key Message
Theme 1	Religious Understanding	Authentic Freedom	Authentic freedom is found in making a loving gift of self-according to God's plan for sex. Responsible choices shape the person we become, leading to deeper freedom.
Theme 2	Me, My Body, My Dignity	Self-Image	Our self-image is influenced by culture, media and comparison. Grounding our identity in dignity helps us resist pressure and grow in confidence.
Theme 3	Wellbeing and Health	Beliefs, Values, Attitudes	Our beliefs shape our attitudes and behaviour. Reflecting critically on our values helps us act with integrity and develop character.
Theme 4	Life Cycles	Parenthood	Parenthood carries emotional, physical and lifelong responsibilities. Considering its demands helps us understand the importance of commitment and preparation.
Theme 5a	Personal Relationships	Pregnancy and Abortion	Pregnancy can raise complex emotional and ethical questions. Exploring support, responsibility and the value of life helps us respond with compassion and care.
Theme 5b	Personal Relationships	Abuse	Abuse in relationships violates dignity and trust. It can take many forms, including emotional, physical and sexual harm; recognising warning signs helps keep us safe.

Theme 6	Online Awareness	Online Influences	Online content shapes attitudes, relationships and behaviour. Learning to think critically helps us respond wisely to digital influence.
Theme 7	Living in the Wider World	Solidarity	Love calls us to build peace and live in solidarity with all of God's creation, especially the poor, marginalised and oppressed.
Theme 8	Safe and Well	Out in Public	Making wise decisions about how we act and treat others in public spaces is part of becoming a responsible young adult. Prudence helps protect dignity and safety.

Year 11

Theme	Focus	Theme Title	Key Message
Theme 1	Religious Understanding	Self-Worth	Dignity is not based on success, popularity or appearance. Our worth comes from being created and loved by God, shaping how we treat ourselves and others.
Theme 2	Me, My Body, My Dignity	Alcohol, Drugs & Dependency	Substances promise short-term highs but carry real risks. Exploring addiction, freedom and responsibility helps us make choices that protect health and dignity.
Theme 3a	Wellbeing and Health	Mental Wellbeing	Mental wellbeing fluctuates throughout life. Understanding stress, challenges and support pathways helps us care for ourselves and respond compassionately to others.
Theme 3b	Wellbeing and Health	Eating Disorders (Optional)	Exploring attitudes to food, control and body image helps us understand how eating disorders can develop and how support and recovery are possible.
Theme 3c	Wellbeing and Health	Health and Fitness	Good health is a gift that requires stewardship. Developing healthy habits supports long-term physical wellbeing and strengthens our ability to serve others.
Theme 4	Life Cycles	Family Planning and Fertility	Fertility is a precious gift linked to love and responsibility. Exploring Natural Family Planning helps us reflect on how sexual choices relate to dignity and commitment.
Theme 5a	Personal Relationships	Sexual Health	Sexual choices carry physical and emotional consequences. Understanding sexually transmitted infections and risk helps us reflect on responsibility, respect and wellbeing.
Theme 5b	Personal Relationships	Pornography	Pornography distorts the meaning of sexuality and harms dignity. Examining its negative impact helps us consider how it affects behaviour and authentic intimacy.
Theme 5c	Personal Relationships	Coercive Control	Healthy relationships are rooted in respect and freedom. Exploring coercive control helps us recognise how abuse develops, how to protect dignity and stay safe.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

13. Balanced curriculum

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. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

14. Roles and Responsibilities

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme resides with.....(the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and CPSHE).

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.

14.1 The Governing Board

- 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 the policy meets statutory requirements;
- 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.

14.2 The Headteacher

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, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

14.3 CPSHE/RSE Lead

The Curriculum Leader 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. (They may be supported by the curriculum deputy, the Curriculum Leader for RE and the member of staff with responsibility for child protection).

14.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress within lessons
- Responding to the needs of individual pupils, especially SEND pupils
- Responding appropriate to pupils whose parents/carers wish to have their child withdrawn from the non-statutory components of RSE

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.

Staff do not have the right to opt out of teaching RSE in CPSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

14.5 Pupils

Pupils are expected to engage fully with the RSE elements delivered in CPSHE lessons and, when discussing issues related to RSE, treat others with respect, sensitivity and dignity.

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.

15. Parents'/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 material to be shared with their children at home and workshops to help parents/carers to find out more. 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. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. 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 the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

16. Training

Staff will be trained on the delivery of RSE as part of their induction and it will be included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

17. Monitoring Arrangements

The delivery of RSE is monitored by Mr Wright, curriculum leader for CPSHE and Careers with Mr Brophy, Headteacher, through a variety of activities such as meetings with the team delivering RSE to discuss plans and pupil feedback. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Mr Brophy, Headteacher, every two years. At every review, the policy will be approved by the Governing Board.

18. Parent/Carer Consultation

The school recognises the important role that parents and carers play in supporting their children's personal, social, health and relationships education. Parents and carers are encouraged to engage with the school regarding the RSHE (CPSHE) curriculum and are welcome to ask questions, discuss curriculum content or request to view the resources used.

Parents and carers who wish to discuss the curriculum or view relevant teaching resources can arrange a meeting with an appropriate member of staff by contacting the school office telephone (0161 336 2743) or email (admin@stmcollege.org.uk).

The school will consider any feedback received from parents and carers as part of its ongoing review of the RSHE (CPSHE) curriculum. Curriculum content and resources are reviewed regularly with departmental input

to ensure that they remain age-appropriate, inclusive, impactful and consistent with statutory requirements, relevant guidance and the educational and safeguarding needs of pupils.

Resources used through the Life to the Full Scheme can be used through the Ten:Ten Parent Portal Website at:

<https://www.tentenresources.co.uk/parent-portal/>

Username: parents-st-thomas-more-rc-college

Password: STM2026

19. 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.

20. The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

21. 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.

22. 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/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.

23. 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 at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, 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.