



RSE Policy

2021-2022

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Approved by the governing board:

Date

Date of next review:

July 2022

**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

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1 Aims

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 endeavor to develop inspiring and successful young women by fostering commitment, integrity, and compassion and that each person will achieve their God-given potential, striving to be tolerant, thoughtful, and good stewards of the life that they have been given and the world in which they live.

It is in this context that we commit ourselves in partnership with parents, to provide our pupils 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 our school are

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;
- 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

2 Statutory requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (See: [Relationships Education, Relationships and Sex Education \(RSE\). Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)).

As an independent school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At More House School we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a working group comprising the *then Co-Heads* and Director of Pastoral Care pulling together all relevant information including relevant national and local guidance.
2. Staff consultation - staff were given the opportunity to review the policy and make recommendations.
3. Parent consultation - Parents were invited to share feedback either directly to the school or through the Parents Association during a six-week consultation period beginning in June 2020.
4. Pupil consultation - the draft policy was presented to students by form tutors; pupils were invited to share feedback with their tutors or by way of the school council
5. Ratification - upon completion of the consultations with staff, parents and pupils, the final draft policy will be shared with the board of governors for approval as the school policy.

4 Definitions

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”. RSE is about the development of the pupil’s knowledge and understanding of herself 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. RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).” RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The DfE guidance also states that “RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.”

5 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.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (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.

Our primary resources for the RSE curriculum include:

- TenTen (<https://www.tentenresources.co.uk/>) - a faith inspired programme for Catholic and Christian secondary Schools.
- Guidance published by the [PSHE Association](#).
- Catholic Education Service

The Curriculum Map found in Appendix 1 shows the stage at which each statutory topic is covered. Some topics are revisited in successive years in order to consolidate learning and enable age-appropriate teaching. Appendix 2 shows the knowledge that pupils can expect to have when they leave school.

6 Delivery of RSE

Responsibility for the specific Relationships and Sex Education programme will rest upon all academic staff with subject specific contributions from the science, religious education and physical education departments. All staff will be involved in developing and modelling the attitudes and values that are set out in the RSE programme. They will also contribute 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. External visitors are always briefed about their role and responsibilities and are required to adhere to guidance set out in our Visitor and Visiting Speakers Policy.

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, and all external visitors, will ensure the content of the talk/event will be in line with Catholic principles and practice. A member of More House staff will always be present at an external talk.

7 Roles and responsibilities

7.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Head to account for its implementation. The Governing Board will 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 and ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

7.2 The Head

The Head takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Board, parents, the Diocesan Schools' Service, the Local Education Authority and related agencies.

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory and non-science components of RSE (see section 8).

7.3 Staff

Successful implementation of RSE requires a whole-school approach. 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.

Director of Pastoral Care

The Director of Pastoral Care with the Head has 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.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum Science orders.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed by the Head.

The Head will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from sex education.

Please note, that in accordance with the DFE guidance, More House will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school can make arrangements to provide the child with sex education during one of those terms.

9 Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff will also participate in mandatory school training forums.

The Director of Pastoral Care will invite experts from outside the school, such as school nurses or sexual health professionals, and/or a representative from the Diocese of Westminster to provide support and training to staff teaching RSE.

10 Monitoring arrangements

Monitoring of the delivery of RSE is overseen by the Director of Pastoral Care as follows:

- Tutors feedback on pupils' development in RSE to the DOPC by way of the fortnightly pastoral meetings;
- Pupils' development and understanding in RSE is monitored by DOPC through end of half term assessments;
- Termly review of schemes of work and samples of pupils work by DOPC
- Monitoring of RSE provision by Head in meeting with DOPC following termly review
- Annual review of PSHE by DOPC presented to governors in the September meeting of the board of governors
- This policy will be reviewed annually in June by the DOPC and Head in consultation with pupils, staff and parents. The findings of this review will be shared with all interested parties. Governors will consider the results of the annual review and consultation before approving any updates to the policy. Governors retain ultimately responsible for the policy

Appendix 1: Curriculum map

DfE RSE Statutory Topics	Topics studies in PHSE:	Topics studied in RS:	Topics studied in Science:
Different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children.	KS3: Families, friendships and romantic relationships. KS4: Marriage and other forms of long term relationships.	KS4 GCSE -Religion, Relationships and Families.	
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	KS3: Importance of marriage. KS4: Forced Marriage	KS4 GCSE -Religion, Relationships and Families.	
The characteristics and legal status of other types of long-term relationships.	KS3: Difference between marriage and civil partnership and long term relationships. KS4: Living together, marriage and civil partnerships as ways of demonstrating commitment.	KS4 GCSE -Religion, Relationships and Families.	
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	KS3: What are the roles and responsibilities of parents? KS4: Successful parenting.	KS4 GCSE -Religion, Relationships and Families.	
How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	KS3; Year 9 - What is CSE? How to seek support if you have concerns about yourself or friends. KS4: Raising awareness of harassment and control in relationships. How to challenge abuse in relationships and where to seek support if required.		
The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and	KS3: Positive Friendships and resilience and where to seek support if required. Divorce and separation and impact on family life.		

ending relationships. This includes different (non-sexual) types of relationship.	KS4: The characteristics and benefits of positive, strong and equal relationships.		
Practical steps pupils can take in a range of different contexts to improve or support respectful relationships	KS3: Positive Friendships and resilience and where to seek support if required KS4: The characteristics and benefits of positive, strong, support, equal relationships.		
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	KS3: Unacceptability of discrimination and how to challenge inappropriate language and behaviour. KS4: To understand and respect other's faith and cultural expectations concerning relationships.	KS4 GCSE -Religion, Human Rights and Social Justice KS4 GCSE -Religion, Relationships and Families.	
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Anti-bullying Week KS3: Friendship sessions, cyberbullying, how to be an up stander, resilience and where to get support if needed. KS4: Online bullying and harassment.		
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	KS3: CSE KS4: Gangs and CSE, Domestic Abuse.		
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	KS3: CSE KS4: Gangs and CSE; Domestic Abuse		
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	KS3: Unacceptability of discrimination and how to challenge inappropriate language and behaviour.	KS4 GCSE -Religion, Human Rights and Social Justice	

	KS4: To understand and respect other's faith and cultural expectations concerning relationships.	KS4 GCSE -Religion, Relationships and Families.	
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Internet Safety Day KS3: The safe and responsible use of UCT including sharing data. Cyberbullying Internet Safety Talks. KS4: Online reputation. Online bullying and harassment. Spreading false rumours online.		
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	KS3: Managing online life - privacy settings and how to establish clear boundaries. Year 8: Sexting Year 9: CSE KS4: Online reputation. Online bullying and harassment. Spreading false rumours online.		
To not provide material to others that they would not want shared further and not to share personal material which is sent to them.	KS3: Year 8: Dangers of sexting Year 9: CSE awareness		
What to do and where to get support to report material or manage issues online.	Internet Safety Week KS3: Online safety workshops and sessions.		
The impact of viewing harmful content -that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	KS3: Targeted advertising and impact of sex in the media and social media. KS4: Portrayal of sex in the media and impact pornography can have on young people.		
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	KS3: Year 8 - Dangers of Sexting Year 9 - CSE awareness		

How information and data is generated, collected, shared and used online.	KS3: Online safety talks. How to assess reliability of a source? KS4: What is fake news? Can you believe online sources?		
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	KS3: Year 8 - Dangers of Sexting Year 9 - CSE awareness KS4: Sessions to raised awareness about Forced marriage, FGM and Honour based violence, rape and domestic abuse. Understanding Consent.		
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	KS4: Session about how to seek consent and to respect others' right to give, not give or withdraw consent.		
Intimate and sexual relationships, including sexual health	KS3: What is the difference between friendship and an intimate relationship? What to do if you feel pressured in a relationship. KS4: Sexual relationships, consent and peer pressure.	KS4 GCSE -Religion, Relationships and Families.	
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	KS3 - Consent KS4 - The characteristics and benefits of positive, strong, support, equal relationships.		
That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing	KS3: Different levels of intimacy and their consequences. KS4: Impact of relationships on mental health and wellbeing. Contraception, STIs and STDs.	KS4 GCSE -Religion, Relationships and Families.	

The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	KS4: Information about fertility, understand that it can be damaged by STIs. Impact of lifestyle on fertility.		KS3 Science
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	KS3: Consent, Peer Pressure and how to resist it.		
That they have a choice to delay sex or to enjoy intimacy without sex.	KS3: Consent: Peer Pressure and how to resist it. KS4: Understanding feelings and consequences involved in sexual relationships.	KS4 GCSE -Religion, Relationships and Families.	
The facts about the full range of contraceptive choices, efficacy and options available.	KS4: Information about contraception.	KS4 GCSE -Religion, Relationships and Families.	KS4 Biology
The facts around pregnancy including miscarriage. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	KS4: Understanding fertility and consequences of teenage pregnancy. Abortion is not discussed in PSHE - only in RE. KS4: Understanding fostering and Adoption.	KS4 GCSE -Incarnation covers the sanctity of human life and abortion.	
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	KS4: Information about contraception, STIs and STDs. Importance of safe sex and reinforcing abstinence is only completely safe form of contraception. Where to seek support if have concerns about STIs or STDs.		KS4 Biology

To know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			
How the use of alcohol and drugs can lead to risky sexual behaviour.	KS4: To recognise the impact of drugs and alcohol on choices and sexual behaviour.		
Pupils should know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	KS4: Information about contraception and STI and STDs.	KS4 GCSE -Religion, Relationships and Families.	
The law on marriage, consent, including the age of consent.	KS3: Importance of marriage KS4: Forced Marriage	KS4 GCSE -Religion, Relationships and Families.	
Legal provisions regarding violence against women and girls.	KS4; Honour based violence, CSE & Gangs.		
Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) pornography	KS3: Sexting and how to resist pressure. KS4: Sexting and impact on wellbeing.		
Legal provisions on • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)	KS3: CSE, Introduction to gender identity and what is sexuality? KS4: Gangs & CSE, Hate crime and FGM.	KS4 GCSE -Religion, Relationships and Families, Incarnation and Religion, Human Rights and Social Justice.	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

	<ul style="list-style-type: none"> ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	