Our mission - 'To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and

grow as unique individuals made in the image of God'.

Our Core Values;

Faith, Aspiration & Unity

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developeda number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Relationships & Sex Education (RSE) Policy

RSE Policy - Document Status			
Date of review completion	February 2024	**Named Responsibility**	Christian Character, Curriculum & StandardsCommittee (JD)
Date of Policy Adoptionby Governing Body	February 2024	**Next Review Date**	February 2026
Policy Basis	Catholic & Church of England Diocesan Guidelines		

1.   Aims

At the heart of the Relationship and Sex Education curriculum is building upon a Catholic / Anglican understanding of the human person and an appreciation that authentic human love is more than sexual expression.

The core aims of the curriculum are:

• To support students to develop a greater awareness of the Catholic / Anglican faith and its understanding of the human person, of true relationships and the nature of community;
• Provide a framework in which sensitive discussions can take place;
• To enable students to use correct vocabulary to describe themselves, their bodies, prepare them for puberty and give them an understanding of sexual development and the importance of health and hygiene;
• To provide accurate information about sex related issues and create a positive culture around these issues;
• Increase students' self-esteem, confidence, empathy and dignity;
• To develop students' respect, awareness and care for others;
• To explore a range of attitudes and values towards sex related issues and help students to reach their own informed views and make their own choice for a healthier lifestyle;
• To develop students' personal, social and emotional skills relating to sexual behaviour and situations (e.g. consent, communication, decision making, and risk assessment);
• To give students support in becoming resilient and to develop confidence to discern messages in the media and the positive and negative effects of peer pressure.
• Ensure that we safeguard the dignity of the individual and support them as they get to know themselves and God. RSE is immersed in the Gospel values and mission statement of the school.

" ... Children and young people should be helped to develop harmoniously their physical,moral and intellectual qualities. They should receive a positive and prudent education in matters of sex and young people have the right to be stimulated to make sound moral judgments based on a well-informed conscience and to put them into practice with a senseof personal commitment." (Second Vatican Council, Gravissimum Educationis, 1965, GE3)

RSE is part of the mission of Catholic schools to educate the whole person. It should becarried out as part of the holistic education which seeks to form as well as inform youngpeople in preparation for adult life. (Catholic Education Service 2020)

2.   Statutory Guidance

At Holy Trinity Academy we provide Relationship and Sex Education to all students pursuant to section 34 of the Children and Social Work Act 2017. As a Catholic / Anglican school we have consulted the Catholic Education Service ("CES"), the catholic Diocese of Shrewsbury and the Anglican Diocese of Lichfield and followed the advice given.

In teaching RSE, we have also incorporated guidance from the following documents:

Education Act 1996. – section 403
Keeping Children Safe in Education 2022
Equality Act 2010
Relationships Education, Relationships & Sex Education (RSE) and HealthEducation [DfE 2020]
Relationships and Sex Education in Catholic School Quality Standard [CES]
Changes to the teaching of RSE and PSHE: Church of England response (2018)
Valuing All God's Children (2017)

The law requires that maintained secondary schools teach sex education, sexual orientation and

gender identity, human growth and reproduction, including education aboutsexual health: HIV and AIDS and other sexually transmitted infections. Additionally, teaching should cover acceptable and unacceptable behaviour in relationships and where to find support if required. Teaching should include reference to physical health and mentalwellbeing to give pupils the information that they need to make good decisions about their own health and well-being.

Schools are also required to teach the physical and emotional damage caused by femalegenital mutilation (FGM) and criminal implications of this. Internet safety should also be addressed and schools are required to teach pupils the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact and howand to whom to report issues.

3.   Policy Development

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

i)	Review	- a member of staff or working group pulled together all relevant information Including relevant national and local guidance
ii)	Staff consultation	- all school staff were given theopportunity to look at the policy and make recommendations
iii)	Parent/stakeholder consultation	- parents and any interested partieswere given the opportunity to look at the policy and makerecommendations
iv)	Pupil consultation	- pupils were given the opportunity to look at the policy and make recommendations
v)	Ratification	- once amendments were made, the policy was shared with governors and ratified

4.   Definitions

Ensuring that our students establish and maintain meaningful relationships and supporting them is of paramount importance and rooted in Gospel teaching. Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. Our programme focuses on giving young people the information they need to help develop healthy, nurturing relationships of all kinds. We stress the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is about the development of a student's knowledge and understanding of themselves as sexual beings, about what it means to be fully human and being enabled to form healthy relationships with self and others and make moral decisions in conscience and with respect for all in all settings to remain safe including online. At Holy Trinity Academy we strive to incorporate in our general curriculum an understanding of God's love and our response to this love. To this end an understanding of God's creative love, as embodied in human reproduction, is at the centre of our Religious Education and Science curriculum at a suitable level to the growing child (Key Stages 3 and 4). The moral teaching on sexual behaviour is based on the Gospel values of the Catholic and Anglican Church. The Religious Education department liaises with Science and other curriculum areas, within the College to ensure these values are cross-departmental. RSE therefore involves a combination of sharing information and exploring issues and values. God created man and woman in his own image, with equal dignity, different yet complementary. Our sexuality is a gift from God and must be expressed according to His will of love. Our bodies are temples of the Holy Spirit and we are one body with Christ. Chastity should be presented in a positive way; it is a gift from God, leading to a self-control which frees us to behave towards ourselves and others with love and with justice. RSE is not about the promotion of sexual activity but

instead is to promote the understanding, that God's holy gift of sexual intercourse is reserved for the permanent commitment of marriage, expressive of the bond of mutual love and open to God's gift of new life. Genuine love is the fundamental vocation of every human being. RSE is therefore about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

5. Curriculum

Whilst promoting Catholic and Anglican values and virtues and teaching in accordance with Churches teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Although RSE is not a subject on the curriculum, there are from time to time, specific classes on various aspects of sex education in a variety of subjects. Questions will arise in these classes and teachers are asked to answer honestly, taking care to make answers simple and straightforward and be careful not to give rise to confusion or anxiety. All students are encouraged to refer to their parents for further information and should it be thought necessary by the Senior Leadership Team, parents and / or carers may be consulted. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (topics such as 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 the Academy's promotion of Catholic and Anglican teaching. We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Our curriculum is set out as per Appendix 1, 2 and 3 but we may need to adapt it as and when necessary.

RSE is covered in many aspects of our curriculum but predominantly in Religious Education, Computing, (with focus on online safety), Personal, Social, Health and Economic Education ("PSHE") (our Catholic approved syllabus), Science, through acts of worship and by other external providers e.g. The Ten-Ten company, a Catholic approved company providing resources and facilitators on many moral issues. The Key Stage 5 General RE and tutorial programmes have a number of age appropriate RSE foci. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner and where required seek guidance from the SLT. We therefore ensure that our students are fully informed and know where to go for further support and guidance if required, as per our safeguarding procedures.

For more information about our curriculum, see our curriculum maps in the appendices

6. Delivery of RSE:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. PSHE has 2% of the curriculum timetable.

Biological aspects of RSE are taught within the science curriculum (Appendix 2), and other aspects are included in Religious Education (Appendix 3).

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
> Intimate and sexual relationships, including sexual health
>
> See Appendix 1 for an overview of PSHE topics.

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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a differentstructure of support around them (for example: looked after children or young carers).

7.   Roles & Responsibilities:

7.1 The Governing Board   The Governing Body of Holy Trinity Academy is responsible for ensuring that there is a Relationships and Sex Education policy, in consultation with parents and teachers, which is in keeping with Roman Catholic and Church of England teaching. They will ensure that the policyis available to parents and that parents know of their right to withdraw their children. The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation

7.2 The Headteacher   The Headteacher is responsible for ensuring that RSE is taught consistently across the school andthat adequate curriculum time has been allocatedfor its delivery

7.3 Heads of Subject   The Head of PSHE, Head of Science and Head of Religious Education are responsible for ensuringthat the requirements of RSE are delivered in their respective curriculum areas.

7.4 Teaching Staff   All staff have a responsibility of care to children and young people. As well as fostering academic progress they should contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their pupils. Teachers will be expected to teach RSE in accordance withthe Roman Catholic and Church of England ethos ofthe school, and all teachers involved in the delivery of RSE at any level should ensure that they are familiar with theses Christian teachings in relation to relationships and sex. Appropriate training will be made available for all staff teaching RSE. Teachers also have a duty to bring to the attention of the nominated person Safeguarding, any child protection issues (see Safeguarding Policy for specific guidance).

Staff are responsible for: Delivering RSE in a sensitive way
Modelling positive attitudes to RSE
Monitoring progress
Responding to the needs of individual pupils
Responding appropriately to pupils whoseparents wish them to be withdrawn from the non-statutory components of RSE

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

7.5 Students   Students should be willing to listen to the teachings of the Roman Catholic Church and the Church of England and become aware of a variety of other views regarding moral issues related to RSE. They will be expected to have concern for, and accept responsibility for their knowledge and understanding of their sexual development. Students are expected to engage fully in RSE and, when discussing issues

related to RSE, treat others with respect and sensitivity.

7.6 Other Stakeholders	The school will make appropriate use of external agencies such as theatre groups, counselling organisations, health professionals, and local community figures. All staff from external agencies will be asked to adhere to the teaching of the Roman Catholic Church and the Church of England, in line with protocols for visitors to Christian ecumenical schools.

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 teachingis rooted in Catholic and Church of England principles and practice.

8. Parents' Right To Withdraw:

Parents do not have the right to withdraw their children from the statuary components of the RSE programme / curriculum. So, at Holy Trinity Academy, pupils must be in lessons which are rooted in the National Curriculum as part of the Science curriculum.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before thechild turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

The Head of PSHE will write to the parents / carers of all pupils due to receive the non-statutory components of sex education within RSE and provide a return form for those parents / carers who wish to withdraw theirchildren from this element of the curriculum.

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

The Headteacher will notify the Head of PSHE of this decision who in turnwill notify the classroom teacher. Alternative and appropriate work will be provided by the classroom teacher and given to pupils who are withdrawnfrom sex education.

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. All teachers ofRSE are provided with appropriate resources and guidance on delivery.

The Headteacher and Head of PSHE will also invite visitors from outside theschool, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by the SLT through the QA process.

Pupils' development in RSE is monitored by class teachers as part of our internalassessment systems.

This policy will be reviewed by the SLT. At every review, the policy will be approved by the Governing board and the Headteacher.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Intro & Health Matters	Intro & Identity + Self-Esteem	Intro & Empowerment	Intro & Resilience	Intro & Self-Esteem + Self-Confidence	Transition & Well-being	Well-being
Risk & Safety: Staying Safe + First Aid	Risk & Safety: Bullying + Alcohol + Smoking	Risk & Safety: Drugs + Gambling	Planning for The Future	Managing Money	Health & Safety	British Values
RSE [10:10 Life To The Full]	RSE [10:10 Life To The Full]	RSE [10:10 Life To The Full]	RSE [10:10 Life To The Full]	RSE [10:10 Life To The Full]	RSE [10:10 Life To The Full]	Wider World
British Values: Active Citizenship: Environment	British Values: Active Citizenship; Community	British Values: Democracy + Rule Of Law	British Values: Individual Liberty + Respect & Tolerance		Careers	

Lesson	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
01	Intro To PSHEC & Health Matters [Fresh Start; Coping With Change]	Intro To PSHEC & Identity / Self-Esteem [Self-Esteem; Personal Strengths; Confidence]	Intro To PSHEC & Empowerment [Self-Empowerment]	Intro To PSHEC & Resilience [Causes Of & Dealing With Stress]	Intro To PSHEC & Self-Esteem / Self-Confidence [Nature & Benefits Of Self-Confidence]	Transition & Well-being [10:10 … Common Room; Coping With Change; Being Independent]	Well-being [Revision Techniques; Stress Management]
02	Health Matters [Personal qualities; Friendships]	Identity & Self-Esteem [Judgements and criticisms from others; Coping / dealing with criticism]	Empowerment [How society empowers us]	Resilience [Bereavement]	Self-Esteem & Self Confidence [How we can raise self-esteem & confidence in ourselves & others]	Transition & Well-being [10:10 … Life In the 6th Form (Part 1)]	Well-being [Staying Safe online & offline]
03	Health Matters [Healthy Lifestyles]	Identity & Self-Esteem [Impact of self-esteem on mental & physical health]	Empowerment [Empowerment and facing challenges; Mental & physical health]	Resilience [Work-life balance]	Self-Esteem & Self Confidence [Nature of empathy; Impact of empathy]	Transition & Well-being [10:10 … Life In the 6th Form (Part 2)]	Well-being [Personal safety; knife crime; 'Safe partying']
04	Risk & Safety: Staying Safe [Assessing risks to ourselves, home, other people]	Risk & Safety: Bullying [SVSH]	Risk & Safety: Drugs	Planning for The Future [Aspirations; How Do I Plan For The Future?]	Managing Money [Managing Personal Finances, Budgeting]	Transition & Well-being [Dealing with stress & anxiety; Resilience]	Well-being [Celebrating diversity; LGBT]
05	Risk & Safety: Staying Safe [Risks in society; Online safety]	Risk & Safety: Alcohol	Risk & Safety: Gambling	Planning for The Future [Opportunities Out There For Me; How Do I Improve My Prospects?]	Managing Money [Finance & Society, Taxes, Pensions; Ethical consumerism]	Health & Safety: Diet & Sleep [Sleep benefits & hygiene; Balanced diet; Mental & Physical health]	British Values: Extremism

06	**Risk & Safety: First Aid** [Breaks, Bleeds, Burns, CPR]]	**Risk & Safety: Smoking**	**Risk & Safety: Drugs … Managing Situations** [SVSH]	**Planning for The Future** [SVSH] [Law & Work; Rights & Responsibilities At Work]	**Managing Money** [Money stresses; Impact on mental & physical health]	**Health & Safety: Alcohol** [Alcohol Safety]	**British Values: Prevent**
07	**Assessment Lesson**	**Assessment Lesson**	**Assessment Lesson**	**Assessment Lesson**	**Assessment Lesson**	**Health & Safety: Drugs** [Synthetic Cannabinoids & LSD]	**British Values: Democracy**
08	**RSE: Who Am I?** [Body & soul; Uniqueness; God-given life]	**RSE: Created & Chosen** [Uniqueness; Our identity; Self-respect]	**RSE: Search For Love** [Love as a gift from God; Human nature; Expressions of love]	**RSE: Authentic Freedom** [Peer pressures; Virginity; Sex & responsibility; Loving gift of self]	**RSE: Self-Worth** [Respect; Dignity; God's creation]	**Health & Safety: Drugs** [MDMA & Ecstasy]	**British Values: Tolerance**
09	**RSE: Changing Bodies** [Puberty; Physical & emotional changes; Personal hygiene; Different body shapes]	**RSE: Appreciating Difference** [Differences between males / females; Gender stereotypes; Gender dysphoria; Transgenderism; Equality]	**RSE: Love People, Use Things** [Desires; Casual sex; Masturbation; Pornography; Respect of Self & Others]	**RSE: Self-image** [Body image; Body shame; Sexual desires; Attraction; Dignity; Child of God]	**RSE: Addiction** [Short-term highs; Maturity; Life as a gift]	**RSE: Babies** [10:10 … Babies]	**Wider World** [Safe driving]
10	**RSE: Healthy Inside & Out** [Self-esteem; Body image & confidence]	**RSE: Feelings** [Sexual attraction; Self-control; Mutual respect; Patience]	**RSE: In Control Of My Choices** [Love vs Lust; Discernment]	**RSE: Values, Attitudes & Beliefs** [Core values; Faith; Resilience]	**RSE: Eating Disorders** [Self-image & knowing yourself; Our needs, complexities & contradictions]	**RSE: Unexpected Pregnancy** [10:10 … responding To Unexpected Pregnancy]	**Wider World** [Debt management; Consumer rights]
11	**RSE: Where We Come From** [The sexual act; Human reproduction; Fertility; Menstrual cycle]	**RSE: Before I Was Born** [Conception to birth journey; Miscarriage; Abortion; When does life begin?]	**RSE: Fertility & Contraception** [Managing conception; Responsible parenthood; Artificial & Natural contraception; Value of life]	**RSE: Parenthood** [Meaningful parenthood; Marriage; Responsibility]	**RSE: Birth Control** [Gift of fertility; Connection between love, life & sex]	**RSE: Pornography** [SVSH] [10:10 … Truth & Lies]	**Wider World** [SVSH] [Social media; Sources; Profiles; Harassment]
12	**RSE: Family & Friends** [Different types of relationships; Different family structures; Dealing with conflict]	**RSE: Tough Relationships** [Prejudice & discrimination; 'Protected Characteristics'; Tolerance, kindness & forgiveness]	**RSE: Marriage** [Different types of committed relationships in society; Sacrament of Marriage; Virtues]	**RSE: Pregnancy & Abortion** [Values; Stages of life; Myths; Gift of life]	**RSE: Pornography** [Desires; Authentic love; Responsibility; Maturity]	**RSE: Relationships & Marriage** [SVSH] [Forced marriages; Cultural attitudes to marriage; 'Healthy' relationships; Coercion]	**Wider World** [Medical ethics]

13	**RSE: My Life On Screen** *[Online safeguarding; Impact of digital technology on our lives]*	**RSE: Think Before You Share** *[Digital footprints; Online exploitation; God-given dignity]*	**RSE: 100% Consent** *[Physical & Non-physical consent; Pressure & coercion; Wisdom]*	**RSE: Abuse** *[Abuse: physical, emotional, domestic & neglect; Entrapment; Grooming; Cyberbullying; Pornography; Vigilance]*	**RSE: STIs** *[Impact of STIs; Sexual choices]*	**Careers** *[University; UCAS; Degree Apprenticeships; Apprenticeships]*
14	**RSE: Living Responsibly** *[Social responsibility; respect for self & others; Role in communities]*	**RSE: Wider World** *[Prejudice & discrimination; Homophobic bullying; Value & dignity]*	**RSE: Knowing My Rights & Responsibilities** *[Physical consent; Exploitation; Human rights; Cultural expectations]*	**RSE: Solidarity** *[FGM; Human trafficking; Honour-based violence; Human dignity; Creation; Compassion]*	**RSE: Coercive Control** *[Differences & connections between rape, victim blaming, coercive control, sexism & misogyny]*	**Careers** *[CVs; Personal Statements; Letters of application]*
15	**British Values: Active Citizenship: Environment** *[Attitudes to waste]*	**British Values: Active Citizenship: Community** *[Qualities of a 'good' citizen; What makes a successful community? Our role in the community]*	**British Values: Democracy** *[What is democracy?; Alternatives to democracy Voting process in the UK;]*	**British Values: Individual Liberty** *[SVSH]* *[Rights & Responsibilities; When rights conflict]*		**Careers** *[Full & Part-time Employment; Employment rights; Trade Unions]*
16	**British Values: Active Citizenship: Environment** *['Throw-away' culture]*	**British Values: Active Citizenship: Community** *[Problems & problem-solving in the community]*	**British Values: Democracy** *[Historical development of democracy in the UK; Suffragettes; General public]*	**British Values: Individual Liberty** *[Rights of specific groups: Asylum seekers & Immigrants]*		**Careers** *[Data protection & Cyber-security; Workplace confidentiality]*
17	**British Values: Active Citizenship: Environment** *[Alternative attitudes & practices]*	**British Values: Active Citizenship: Community** *[Roles of local & national services]*	**British Values: Rule Of Law** *[Importance of rules; How laws are made in the UK]*	**British Values: Respect & Tolerance** *[Respect & tolerance of different faiths & no faith]*		
18	**Assessment Lesson**	**Assessment Lesson**	**Assessment Lesson**	**Assessment Lesson**		
19	**British Values: Active Citizenship: Environment** *[Recycling]*	**British Values: Active Citizenship: Community** *[Impact of a natural crisis on the community]*	**British Values: Rule Of Law** *[Civil & Criminal law; Creating your own society]*	**British Values: Respect & Tolerance** *[SVSH]* *[Extremist Behaviour]*		