



Relationship and Sex Education Policy

Date approved: 7 July 2021
Signed by Chair of Governors: Mr N Ager

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Date approved: 7 July 2021
Signed by Headteacher: Mrs Kate Pereira

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Reviewed: July 2021
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St John Fisher
Catholic High School

Policy and Procedures

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Context

This policy is informed by Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (DfE 2019), *Amoris Laetitia* (Pope Francis 2016), guidance from The Catholic Bishop's Conference (Learning to Love March 2017) The Catholic Education Service Model Policy for RSE (CES 2020) and the Diocese of East Anglia statement of Principles and Guidance issued (January 2018).

Dissemination

Copies of the policy will be given to all members of the Governing Body and relevant teaching and non-teaching members of staff delivering the course. Copies of the document will be available to all parents through the school's website and paper copies can be provided on request. Details of the content of the RSE curriculum are also published on the curriculum section of the school's website.

Mission Statement

'I have come so that they may have life and have it to the full'
(John 10:10)

Our school mission statement and the teaching of the Catholic Church underpins all teaching and learning within our school. 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.

Any teaching about love, chastity and sexual relationships in a Catholic school must be rooted in Catholic Church teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

We use the term Relationship and Sex Education (RSE), since this emphasises the importance of healthy relationships to human well-being. We are committed to the holistic approach to sex education, in the conviction that education about sexuality cannot be reduced simply to biological facts. Teaching is structured within a planned, continuous and cross curricula programme, based on values and morality in accordance with the teaching of the Catholic Church.

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. Our RSE course is placed firmly within the context of relationship as it is there that sexuality grows and develops.

This provides our students 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.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

In Secondary schools 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).”²

In Partnership with Parents/Carers and Students

Parents and carers have the primary responsibility for their children’s education in relationships to prepare them for the challenges and responsibilities which maturity brings. This includes information relating to their physical, emotional and sexual development. We acknowledge that parents and carers want to ensure that their children are taught in the right way in matters relating to human growth and development.

The teaching offered by our school aims to be complementary to, and supportive of the role of parents/carers. We are committed to working in partnership with parents/carers to complement and reinforce the lessons they teach their children as they grow up. This includes providing detailed information about the rationale, content and delivery of our RSE course. Parents/carers are 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.

All students are consulted in a PSHE lesson about their priorities for RSE and are invited to feedback in a variety of ways during the course.

This annual consultation process then informs how the course is delivered to ensure that it appropriately meets the needs of all students.

The Right to Withdraw Children from Sex Education

We believe that the controlled environment of the classroom is the safest place for the RSE curriculum to be followed. It is a vital opportunity for students to explore often sensitive issues in a safe, non-judgmental and respectful way.

Parents/carers have the right to withdraw their children from the Sex Education aspects of RSE, except in those elements which are required by the National Curriculum science orders. Should parents/carers wish to withdraw their child they are asked to notify the school by contacting the headteacher. Three terms before a child turns 16, they can choose for themselves to receive Sex Education.

Please refer to the [DfE guidance](#) Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Rationale

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

- We recognise that parents/guardians are the primary educators. We collaborate with them in preparing their children for adult life.
- We believe that it is our duty to provide opportunities for our students to prepare for the challenges of growing up with an understanding of individual freedoms and responsibilities for and with others.
- We believe that young people fare better academically when more emotionally literate and better informed.
- We believe our students should be able to understand the teachings of the Catholic Church, within the Christian community and have an understanding of the moral debates on these issues.
- We believe that young people have a right to learn why the Christian community sees the sacrament of marriage as an ideal way to establish relationships of trust and mutual fulfilment.
- We believe that effective education about sexuality takes place in the wider context of education about how relationships work.
- We believe that students should get opportunities to discuss and reflect on the challenges of growing up, to grow in self-confidence and acquire strategies to help them resist unwelcome pressures.
- We believe that it is essential that the teacher and students provide a safe environment for approaching sensitive issues by agreeing ground rules for discussion and tolerance.

Statutory Framework

The statutory framework that surrounds Relationship and Sex Education largely falls within four key areas.

- The National Curriculum
- 'Sex and relationship Education Guidance ' (2000) DfE
- The Children's act (2004)
- The Equalities Act (2010)

In line with legislation all Catholic Secondary Schools are required to make provision for sex education for all students registered at the school. This must include education about HIV/AIDS (Human immunodeficiency virus infection/acquired immunodeficiency syndrome) and other sexually transmitted infections (STIs). Relevant government documents include:

- 1993 Education Act
- 2000 (updated 2014) Sex and Relationships Education Guidance

The biological aspects of puberty and human reproduction will be covered in Science, Personal, Social, Health and Education (PSHE) and Religious Education (RE) lessons. Teachers of RE and PSHE explore self-esteem and the dynamics of relationships. There is complementary work in English lessons through lyrical poetry analysis and an exploration of relationships between fictional characters. PE (Physical Education) teachers also contribute by teaching respect for the human body in the context of health education. In Drama students investigate and role play a variety of relationship situations. RE, in particular, analyses various approaches to these moral issues and creates opportunities to draw several of the themes together. PSHE will analyse the impact on individuals and communities.

While acknowledging that RSE will be reflected in many parts of the curriculum, each aspect should be informed by the other. Each discipline must speak with consistency about the meaning of human love in the Church's teaching.

Inclusion

We will ensure RSE is sensitive to the different needs of individual pupils in respect to students' 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 students 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.

We understand that young people mature in different ways. Our teaching is respectful of each child's starting point and lessons are framed by this understanding. With this in mind the teaching around human reproduction and sexuality in Year 7 should be left until the summer term. This ensures there is an opportunity for pupils to settle into their new school and develop trusting relationships with their peer group and members of staff.

Young people are encouraged to respect difference and develop an approach of dialogue. RSE must be delivered sensitively, especially with regard to diverse faith and cultural backgrounds and sexual orientation. All points of view must be respected and bullying of any kind will always be treated very seriously. For example, the Catholic Church's teaching on heterosexual marriage as the only environment in which sexual intercourse should take place must not be used as an opportunity to encourage homophobic attitudes and behaviours.

The school offers support to all students when there is a request for counselling on issues relating to personal relationships and sex education. Pupils requiring or requesting additional support will be offered support through our pastoral system, work with our Chaplaincy Team and through seeking appropriate help from other specialist agencies (see CES Protocol for visitors and external speakers).

Equalities Obligation

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 students, 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.

Roles and Responsibilities

Governors

- draw up the RSE policy, in consultation with parents/carers, students and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

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

RSE Co-ordinators

Deputy Head for Teaching and Learning and Head of PSHE coordinate with the Head teacher and have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models of good, healthy, wholesome relationships as between staff, other adults and students.

The School has adopted the Ten Ten RSE programme "Life to the full" to support the CSE Model Catholic Secondary RSE Curriculum. 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 should be aware of the policy and how it relates to them.

External Visitors

Our school may 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'.

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.

Choosing and using resources

Relationship and sex education must be in accordance with the teachings of the Catholic Church. It is the responsibility of the Governing Body, working with the headteacher and senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSE, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teaching of the Church and appropriate for the ages and stages of development of the pupils
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God (Theology of the Body, Humanae Vitae, Deus Caritas Est)
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and catholic teaching
- The accuracy and clarity of material presented

Our RSE course uses the Ten Ten RSE programme "Life to the Full" which covers 3 main themes throughout the programme; Created and Loved by God, Created to Love Others and Created to Live in Community. Parents are able to monitor the content of the programme through the Ten Ten Online Parent portal.

Relationship to Other Policies

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents including

- Anti-Bullying policy
- Behaviour for Learning policy
- Children with Health Needs who cannot attend school policy
- Equality and Diversity Policy
- Safeguarding policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy
- Visitors policy

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Controversial or Sensitive issues

The themes explored in RSE may raise sensitive or controversial issues. 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 safe, healthy and positive atmosphere of RSE lessons. The governors want to ensure that students 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 their peers.

The use of groundrules, negotiated between teachers and students, will help to create a supportive climate for discussion .

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Confidentiality, Advice and Safeguarding

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will help students facing personal difficulties, in line with the school's relevant policies.

Students need to feel safe and secure in the environment in which RSE takes place. RSE lessons 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 student 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 safeguarding lead.

Teachers will explain to students that they cannot offer confidential advice. Teachers will explain that in circumstances that raise safeguarding issues, they would have to inform others, e.g. a member of the Safeguarding Team. In such situations, students will be informed first that such action was going to be taken.

Monitoring, Evaluation and Policy Review

The RSE Co-ordinators will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students' work at regular intervals. The programme will be evaluated annually by discussions with students within lessons and individual surveys. Parents/carers will also be invited to provide feedback via surveys and individual meetings on request.

The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending this policy.

This policy will be reviewed on a 2 year cycle, led by the Deputy Head for Teaching and Learning in consultation with governors, staff, parents/carers and students. If the policy appears to need modification, then the RE and PHSE subject leaders will report its findings and recommendations to the full governing body. Any changes will then be referred to the Diocese for ratification.

Links to Relevant External Key Documents and Websites

- [CES Model Curriculum](#)
- [Learning to Love, Bishop's Conference Department of Catholic Education and Formation](#)
- [Relationship and Sex Education in Catholic Schools, Bishop's Conference Department of Catholic Education and Formation](#)
- [CES Checklist for External Speakers to Schools](#)

Appendix I



Checklist for Speakers invited into St John Fisher Catholic High School

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

This is a checklist, to be completed by the teacher responsible for inviting the Speaker in prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers:

Name of Speaker		
Question	Answer	Actions needed/Comment
Will the Speaker be supervised at all times during their visit?	Yes <input type="checkbox"/> No <input type="checkbox"/> Further Comment <input type="checkbox"/>	
Have you carried out safeguarding checks (if appropriate) for the speakers? 1) DBS checks and 2) Disqualification	Yes <input type="checkbox"/> No <input type="checkbox"/> Further Comment <input type="checkbox"/>	
Has the Speaker understood and confirmed that their communications in the school will: <ul style="list-style-type: none"> Be respectful towards Catholic teachings and Not be prejudicial or detrimental to the Catholic character of the school 	Yes <input type="checkbox"/> No <input type="checkbox"/> Further Comment <input type="checkbox"/>	
Have you reviewed the resources/training materials that will be used by the Speaker?	Yes <input type="checkbox"/> No <input type="checkbox"/> Further Comment <input type="checkbox"/>	
Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Name of Speaker		
Question	Answer	Actions needed/Comment
	Further Comment <input type="checkbox"/>	
Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	Yes <input type="checkbox"/> No <input type="checkbox"/> Further Comment <input type="checkbox"/>	

If you have any concerns regarding the suitability of this Speaker, you should contact Tom Reilly to seek further clarification.

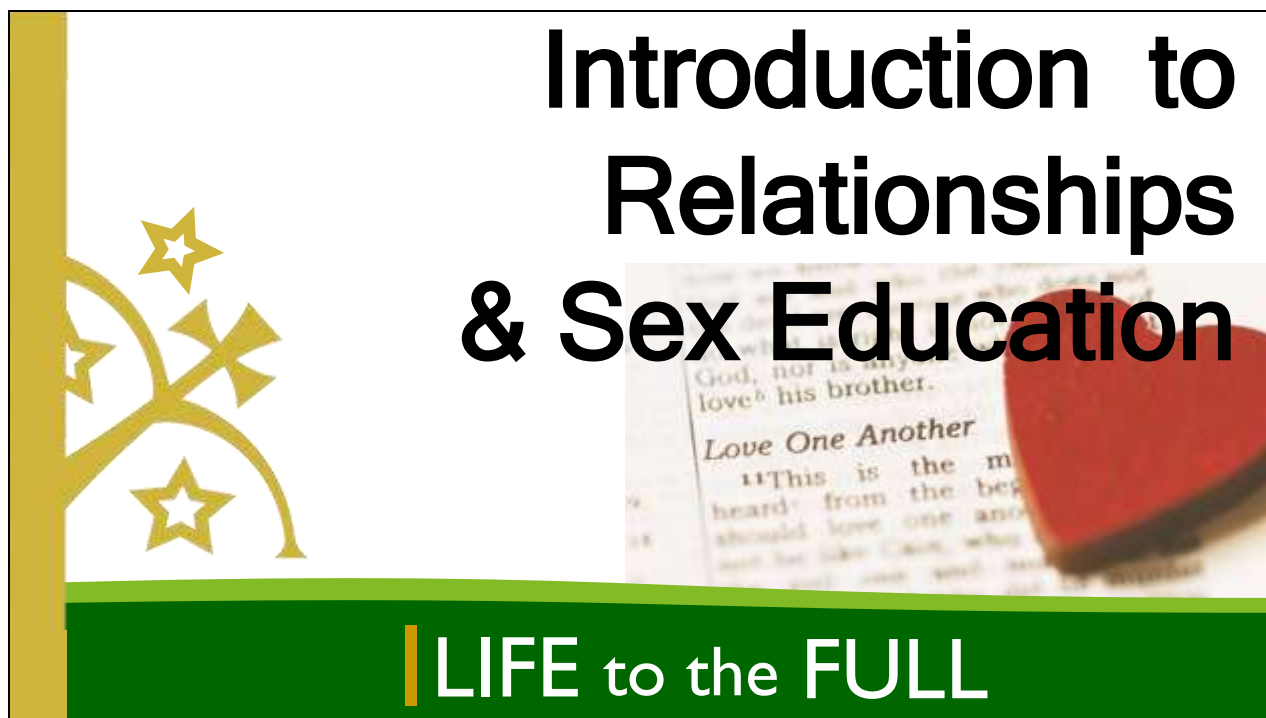
Signed: _____

Position: _____

Dated: _____

Appendix 2

Introduction to RSE for parents



WHY is this important?

As Parents and Carers you are the first and most important educators of your children.

You want your children to feel positive about themselves, to be safe and healthy and be prepared for long term intimate relationships.

You want to ensure that they are taught in the right way in matters relating to human growth and development.

We want to work in partnership with you to complement and reinforce the lessons you teach your child as they grow up.

WHY are Health and Relationships Education compulsory?

The Department for Education have made Health and Relationships compulsory topics for maintained schools to deliver.

The Science curriculum in all maintained schools also includes content on human development, including reproduction, which is compulsory for students to study.

Schools are given flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

WHY do our students learn RSE?

RSE is a vital opportunity to explore often sensitive issues in a safe, non-judgmental and respectful way.

The subjects of Personal, Social, Health, Education (PSHE) and Religious Education teach our students to thrive as an individual, family member and member of society including:

1. **Our hearts and character:** Who we are
2. **Our actions and attitudes:** How we live and learn
3. **Our moral compass:** Where we fit in the world
4. **Our choices:** Making positive, healthy choices that keep us safe
5. **Our relationships:** preparing for intimate, long term relationships

WHY is Sex Education not compulsory?

If you do not want your child to take part in some or all of the Sex Education lessons, you can ask that they are withdrawn.

Mrs Pereira will consider this request and discuss your reasons with you.

Three terms before your child turns 16, they can choose for themselves to receive Sex Education.

WHY should I read on?

The following slides will give you information on:

- **WHY** our students learn RSE
- **HOW** our RSE course is created and delivered
- **WHAT** the students learn in each Year
- **WHO** to contact for advice
- **WHERE** to go for further information and to give feedback



HOW is our course created?

Our Relationships and Sex Education (RSE) course meets the Department for Education's (DfE) latest statutory requirements.

As a Faith school, we have enhanced our RSE course with the Model Catholic RSE Curriculum by the Catholic Education Service (CES).

We solely use non-biased, reliable and trustworthy sources accredited by the DfE, the PSHE Association and CES

The teaching materials are based on TEN TEN RSE programme "Life to the full"

HOW is our course delivered?

RSE is taught as part of our Y7-11 Personal Social Health Education (PSHEE) lessons. Specific parts of it are also taught in Y9 and Y11 RE. Scientific aspects are taught within Biology.

The resources created consist of carefully designed presentations that explore issues in a positive, age appropriate, non-judgmental and respectful way.

The teachers do not share any of their own personal experiences or views.

Potentially sensitive RSE issues are taught in the Summer Term to allow time for the Teacher and students to establish trust and respect.

HOW are Catholic Teachings included?

We are committed to a holistic approach to RSE in which biological facts are taught within the context of respectful and loving relationships.

Our RSE course is based on values and morality in accordance with the teachings of the Catholic Church.

We explain why the Christian community sees the sacrament of marriage as an ideal way to establish relationships of trust and mutual fulfilment.



HOW can I support my child?

Talking to your child about relationships and sex is important.

Building good channels of communication in early teenage years will help them communicate with you as issues of increasing importance arise.

This may also help to reduce risk-taking behaviours as they approach adulthood.

It is fine to acknowledge to your child that you may feel uncomfortable talking about relationships and sex.



HOW can we discuss sensitive issues?

- Start by talking about something that you both find more comfortable, such as feelings and emotions.
- Talking during everyday events like washing up, or watching TV can help to normalise talking about sensitive issues.
- Ask your child what their friends think/feel about the issues.
- Be prepared to listen rather than focusing on what you want to say.
- Ask your child to share their views first, then offer yours if they ask.
- It is fine not to know the answer a question that they ask, you can research the issue together.
- Make sure that your child knows that they can always talk to you anytime, about anything.

WHAT topics does our course teach?

We have a spiral curriculum which introduces RSE topics in an age-appropriate way and gradually builds on prior learning.

Our course informs our Y7-11 students on the following topics

- the physical and psychological changes that accompany puberty
- the facts about human reproduction
- how sexual love plays an essential, sacred role in procreation
- the importance of marriage and family life
- natural family planning and artificial contraception
- how to stay safe from sexually transmitted infections
- how to avoid unintended pregnancy and where to go for advice
- the rights and laws associated with relationships
- the importance of virtue in guiding human living and loving

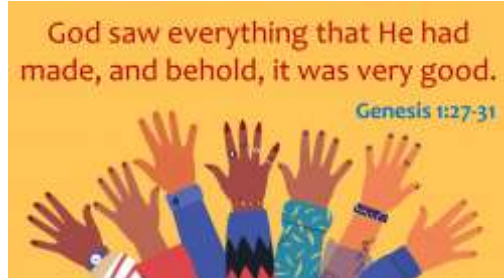
WHAT Catholic Teachings are included?

We are uniquely created and loved by God

Valuing and understanding ourselves is the basis for personal relationships.

We are created to love others

We are created out of love and for love. The command to love is the basis of all Christian morality.



We are created to live in community

We are relational by nature. Through our exchange with others and mutual respect we learn about ourselves and develop our society.

WHAT is the structure of a RSE lesson?

Review: Students recall relevant aspects of what they have been taught on a specific RSE issue.

New concepts are introduced via VIDEO and explored in small groups and whole class discussions

Catholic perspective is given to the students to compare with their existing values on the issue.

Personal reflection time is given for students to write down key facts as well as their own thoughts and feelings on the issues raised.



WHAT RSE do students learn in KS3 PSHEE?

Y7	Who am I	Changing bodies	Healthy inside and out	Where we come from	Family and Friends	
Y8	Created and Chosen	Appreciating Differences	FEELINGS	Before I was born	Tough Relationships	
Y9	The search for Love	Love people use things	In control of my choices, consent	Sexual Health, Contraception	Marriage	

WHAT RSE do students learn in KS4 PSHEE?

Y10 & 11	Authentic Freedom	Self Image	Values Attitudes and Beliefs	Parenthood	Pregnancy & Abortion	Abuse and Unsafe Relationships

WHO can you speak to about RSE?

If you would like to see the content of any specific lessons we would be very happy to provide you with copies.

If you would like to discuss any aspect of our RSE course, please contact
Mr Reilly Deputy Head teacher
Or
Mrs Wilmore Assistant Head teacher



WHERE to go for more information?

In the Curriculum section of www.ndhs.org.uk we have created PSHE subject pages for [KS3](#) and [KS4](#).

We have included links to key documents on RSE including [Department for Education statutory guidance](#) and the [Catholic Education Service resources](#).

We also link to the relevant Notre Dame key documents that relate to RSE including:

- RSE Curriculum Map
- RSE Topics taught in KS3-4
- Relationships and Sex Policy
- Other relevant policies



WHERE to give feedback?

As a school community, we are committed to working in partnership with parents and carers to complement and reinforce the lessons you teach your child as they prepare for adulthood.

With this in mind we have produced a short survey to receive feedback and any additional questions that you may have.

To access the survey [click here](#).



Appendix 3

St John Fisher Catholic High School Cross-curricular Delivery of RSE

See separate document called Relationship Sex Education Cross Curricular Map

