



St. Julie's Catholic High School is a Notre Dame school and its aim is to put into practice the principles of the school's patron saint St Julie Billiart, the foundress of the Sisters of Notre Dame. We are a school where academic excellence is standard and the focus is on the development of the whole child such that we grow confident, independent young women and men and strong partnerships between home and school.

St Julie's is a large voluntary aided Roman Catholic secondary school, predominantly for girls with boys admitted into sixth form.

We aim to be a Catholic learning community:

- which respects and embraces the diversity of all God's people
- where opportunities allow for all individuals to discover their potential and to develop and share their unique talents
- where friendship and enjoyment are experienced by all and a welcome is offered to those who visit
- which provides all with a safe and secure environment
- where faith, prayer and reflection are visible in word and in action
- which takes good care of God's world and all who inhabit it, especially the poor and disadvantaged
- where fairness, care and compassion are central to life

We aim to provide learners for a life in modern Britain by:

- Equipping them to be responsible, respectful, active citizens who contribute positively to society
- Developing their understanding of fundamental British values
- Developing their understanding and appreciation of diversity
- Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

RATIONALE AND ETHOS

St Julie's Catholic High school aims to provide an education which meets the needs of its students and prepares them for adulthood. A programme of relationships and sex education is recognised as a crucial element in that preparation, in order to achieve the balanced development of the student. For the purpose of this policy, relationship and sex education is defined as the means by which learners are helped to:

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RELATIONSHIPS AND SEX EDUCATION POLICY

- build knowledge that will enable them to make informed decisions about their wellbeing, health and relationships
- gain the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- 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
- understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed

As early as 1983, the Bishops' Conference endorsed the publication of "Laying the foundations for education in personal relationships" and advised colleges to address urgently this curriculum area. The 1986 reform Act, the Education act 1993 and the circular 5/94 laid down specific and detailed requirements for all colleges regarding sex education.

In June 2019, the Department for Education published updated statutory guidance for Relationships and sex education (RSE) and health education . The new curriculum became compulsory from September 2020 with schools to start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021. At St Julie's Catholic High School, the new curriculum was implemented and has been delivered from September 2020.

Relationships and Sex Education plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables learners to learn about safety and risks in relationships.

The intended outcomes of our programme are:

- To empower learners to gain and implement knowledge as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts
- To help prepare learners for the opportunities, responsibilities and experiences of adult life.
- To promote the spiritual, moral, social, cultural, mental and physical development of learners, at school and in society
- To support the work of parents and to provide appropriate complementary education
- To provide a planned and structured education programme which imparts knowledge and understanding of the moral conscience according to the Church's teaching and guidance
- To protect our learners from exposure to inappropriate online content, cyber bullying, misuse of personal information and exploitation.
- To comply with the requirements of DfE legislation

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All objectives that are covered within classroom teaching during the school year are published in the PSHE/RSE page of the school website.

ROLES AND RESPONSIBILITIES

The **Governing Body** have a statutory responsibility to review and approve the RSE policy. They should also appoint a link Governor for RSE

In addition to this, Governors should monitor that:

- all learners make progress in achieving the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all learners with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The **Headteacher** is responsible for identifying a lead teacher for PSHE and RSE, currently the Senior Progress Leader.

The **Senior Progress Leader** is responsible for managing the work of pastoral teams to:

- Plan, develop and quality assure the syllabus and programmes of study
- Provide appropriate staff training to enable those teachers nominated to deliver the programme
- Provide appropriate, updated resources in order to facilitate the delivery of the programme
- Liaise with external agencies and speakers to deliver aspects of the programme of study
- Ensure that external speakers are vetted and accompanied at all times as directed in the visitors' code of conduct.
- Keep parents/carers and governors fully informed and invite them to contribute to the programme, as well as being made aware of their rights and responsibilities.

Teachers are responsible for contributing to aspects of RSE outlined above as appropriate to their role and job description and for promoting a healthy, positive atmosphere in which Sex and Relationship Education can take place.

Learners are responsible for engaging in the RSE curriculum in manner that demonstrates that they are meeting the same expectations that are in place across all subjects and that they are

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allowing their peers to ask questions freely, confident that their questions will be answered, and be sure that they will be free from bullying or harassment.

Parents are responsible for working with the school to promote the positive engagement of their child in the RSE curriculum.

Parents have the right to withdraw their children from sex education (but not relationships and health education), excepting those elements which are required by the National Curriculum science orders. This should be done by notifying the relevant Head of School, in writing, of intention to withdraw.

Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish.

CURRICULUM DESIGN

Our RSE programme is an integral part of our whole school PSHE education provision and will cover all aspects identified within the 2019 statutory guidance with regard to what learners should know by the end of secondary school. In doing this, it builds on the learning that has taken place in primary school.

All RSE lessons are planned and delivered in line with the school's Considered Lesson Format to ensure that teaching is matched to the needs of our learners and incorporates a range of methods and interactive activities

Lessons will be differentiated by activity and resource, with challenge tasks provided for those ready for additional, deeper learning.

Learning about relationships and sex education in RSE lessons will link to/complement learning in the wider curriculum.

SAFEGUARDING

The principles of effective safeguarding should be applied in the teaching of RSE, with staff remaining mindful that the sensitive nature of the topics being delivered may mean that concerns are noted or disclosures are made with greater frequency than in other curriculum subjects. Concerns or disclosures should be handled in accordance with the guidance that can be found in the school Safeguarding Policy.

EQUAL OPPORTUNITIES

All children and young people – whatever their experience, prior attainment, educational need, background and identity – are entitled to quality relationships and sex education that helps them

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build confidence and a positive sense of self, and to stay healthy. To encourage learners to participate in lessons, teachers should ensure content, approach, and use of inclusive language reflect the diversity of the school community, and help each and every learner to feel valued and included in the classroom.

Staff must be particularly mindful of the SEND needs of all learners in their teaching groups and must adapt their delivery accordingly to ensure that all relevant strategies are in place.

Schools also have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+).

Inclusive RSE fosters good relations between learners, tackle all types of prejudice – including homophobia – and promotes understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Teachers never assume that all intimate relationships are between opposite sexes. All sexual health information is inclusive and includes people from the LGBT+ community in case studies and scenarios.

MONITORING, REPORTING AND EVALUATION

Monitoring and Evaluation takes place on an ongoing basis under the strategic direction of the senior Progress Leader as part of the wider cycle of quality assurance and will include regular opportunities for learner voice. There is no statutory duty to a formally report on RSE and as such it is not included in Data Point reports.

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