



THE
DE LA SALLE
ACADEMY

RSE POLICY

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Introduction

At De La Salle we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at De La Salle is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

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”. It is about the development of the pupil’s knowledge and understanding of himself 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. This builds on the education students receive at Primary School where they learn about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, relationships and sex education 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 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 taught at The De La Salle Academy 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.

Values and virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

We acknowledge that every area of school life can potentially contribute to Relationships and Sex Education as the school, of its very nature operates through positive human relationships. We recognise, value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Aims

RSE at De La Salle will be age appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum.

We aim to:

- Ensure pupils know that they are a unique creation of God and so are able to grow in self-respect developing a positive attitude to themselves, their feelings and their sexuality
- Help pupils understand that self-giving love is central to relationships

- Allow pupils to recognise the importance of forgiveness and saying sorry in relationships
- Highlight the reasons for self-respect, and why pupils should act with respect and responsibility in their relationships
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of healthy and unhealthy relationships
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
- Make pupils aware how and where to seek help if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from adolescence to adulthood
- Ensure that pupils have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangerous of pornographic material

Course content, organisation and delivery

Relationships and Sex Education is taught through PSHE lessons in years 7 – 9. The recognised programme of Jigsaw is used to deliver all aspects of PSHE and Relationship and Sex Education. In Years 10 and 11 it is delivered through form time, assemblies, Science and Religious Education lessons.

Our RSE curriculum is published [on our website](#) and detailed content of the Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'.

The learning journey for each year group can be found on the Academy's website, under the formation directorate. The overriding themes which run through our RSE programme are:

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE is a whole school responsibility. 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. Thus, all staff (teaching and non teaching) have completed the Catholic Education Service's training in Relationship, Sex and Health Education. This training covers legislative requirements, Church teaching and the development of appropriate skills to deliver the RSE programme.

RSE and SEND students

The relationships we have with one another make up the building blocks of society. But even at the best of times, they can be complicated and difficult to understand. Learners with special educational needs often find it harder to understand what it takes to develop positive, respectful relationships, making them more vulnerable than most. As such, taking the time to develop a tailored SRE programme can be crucial to their wellbeing.

The SENCo will liaise with the Director of Formation and relevant teaching staff regarding the appropriateness for individuals and topics. The SENCo will advise teaching staff on resources if this is seen to be required. Where topics are not suitable for specific individuals, other arrangements will be made whilst that topic or aspect of a topic is being covered.

Sensitive or Controversial Topics

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

1. During Relationships and Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.

3. Teachers should establish a set of ground rules so that young people are aware of parameters.

4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others.

5. Teachers and pupils will show respect for all genders, sexualities and different types of families.

6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the academy's safeguarding procedures.

7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.

Working with Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principle means by which the Church assists parents and carers in educating their children.

All students in years 7 and 8 have opted to either study Relationship and Sex Education or withdraw. These preferences are stored on each individual student file. Parents continue to have the right to withdraw their children from RSE lessons except those elements which are required by the Science National Curriculum. Any parent wishing to withdraw their son from aspects of RSE must contact the Director of Formation who will then liaise with the Head of School. Any student who has been withdrawn from aspects of RSE has the right to 'opt in' to RSE lessons without parental consent 3 terms before their 16th birthday. An overview of lessons where parents may consider their right to withdraw students can be found on the Academy website, under the *Formation Directorate*.

On request, parents will also be able to view a sample of the resources used by the school in the RSE programme. Our aim is that every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

However, we will remind parents of the words of the late Cardinal Hume. He expressed some concerns about withdrawing children from sex education lessons. He wondered whether such action could really inhibit the passing on of information within peer groups and “might well remove one possible means of correcting, or putting in perspective, the uncontrolled information circulating within peer groups.” We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Safeguarding

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a child protection issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child is a victim of or is at risk of abuse they should follow the school’s child protection policy and immediately inform the designated senior member of staff responsible.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, following the school’s pastoral care structure.