

LEWESTON RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

PART A: WHOLE SCHOOL RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Catholic Vision and Rationale for Relationships and Sex Education

This policy should be read in conjunction with the Leweston PSHRE Policy and the Child Protection and Safeguarding Policy. The separate PSHRE Policy provides the wider whole-school framework; this policy provides the detailed Relationships and Sex Education (RSE) framework. ***(For the purposes of this policy, the abbreviation RE refers to Relationships Education in the Prep School.)***

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God?" (1 Corinthians 6:19)

At Leweston, Relationships and Sex Education (RSE) forms part of our wider mission to educate the whole person and enable every child to flourish in mind, body and spirit. As a Catholic school, our RSE provision is rooted in the teachings of the Catholic Church and the Diocese of Plymouth Relationships and Sex Education Policy. It reflects the belief that every human person is created in the image and likeness of God and possesses inherent dignity, worth and purpose.

The curriculum seeks to support the human flourishing of every pupil, enabling them to grow intellectually, spiritually, emotionally, socially and physically in response to their God-given dignity and vocation.

RSE is understood not simply as the acquisition of knowledge, but as part of the lifelong formation of the whole person. In keeping with the mission of Catholic education, RSE seeks to accompany students as they grow in wisdom, virtue and understanding, helping them to recognise God's presence in their lives and relationships. It encourages students to develop the capacity to form loving, respectful and life-giving relationships, to act with integrity and compassion, and to discern their vocation in the service of God and others. Through this process of formation, students are supported in becoming people of faith, hope and love who are equipped to contribute to the flourishing of their communities and the wider world.

RSE is also informed by the principles of Catholic Social Teaching, promoting the dignity of the human person, solidarity, stewardship, responsibility, participation and commitment to the common good.

In accordance with the Diocese of Plymouth Relationships and Sex Education Policy, RSE is rooted in the belief that there is no separation between learning and formation, between acquiring knowledge and growing in wisdom. All education should support young people in becoming the people God calls them to be.

RSE forms an integral part of the wider Catholic life and mission of the school. It supports the Church's vision of education as the formation of the whole person and contributes to the spiritual, moral, social, cultural, emotional and physical development of every pupil. Through age-appropriate, evidence-informed teaching, students are supported in developing healthy relationships, responsible decision-making, self-respect, respect for others and a deeper understanding of their vocation and place within society. Where appropriate, learning is enriched through Scripture, prayer, the Sacraments and Catholic Social Teaching, enabling students to reflect on human dignity, conscience, relationships, service and the common good.

In accordance with Catholic teaching, the Diocese of Plymouth Relationships and Sex Education Policy, and current statutory guidance, our programme promotes the virtues of faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion. It prepares students for the opportunities, responsibilities and experiences of modern life, equipping them with the knowledge, understanding and skills needed to make informed decisions, safeguard their wellbeing and contribute positively to their communities.

The school recognises that parents are the first and primary educators of their children and seeks to work in genuine partnership with families, supporting them in their responsibility to nurture their children's understanding of relationships, human dignity, love and vocation. Parents are consulted on the development and delivery of RSE and are supported in their role as the primary educators of their children.

The RSE curriculum contributes to meeting the Independent School Standards relating to students' spiritual, moral, social and cultural development.

As a Catholic school, Leweston seeks to ensure that all teaching about relationships and sexuality is presented within the context of the Gospel, the teachings of the Catholic Church and the belief that every person is called to live a life of dignity, responsibility, service and love.

The school is committed to providing high-quality, inclusive and age-appropriate RSE and Health Education that meets the needs of all students, supports their human flourishing and enables them to grow into confident, compassionate and responsible young people, ready to live lives of faith, service and love.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Diocese of Plymouth Relationships and Sex Education Policy (April 2026).
- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Independent School Standards Regulations 2014
- Children and Social Work Act 2017
- DfE (2026) 'Keeping children safe in education 2026'

- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (statutory guidance for introduction from 1 September 2026)
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (for teaching from 1 September 2026)
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy has been reviewed against the revised DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, published in July 2025 and applicable to teaching from 1 September 2026. Leweston will have regard to the revised guidance and will review its curriculum and policy arrangements as further statutory guidance is issued.

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Inclusion Policy
- SEND Policy
- Online Safety Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Peer-on-peer Abuse Policy
- Student Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Technology Acceptable Terms of Use Agreement

Roles and Responsibilities

The Governing Body are responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE and Health Education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with Individual Needs.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and Health Education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the religious ethos of the school.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Head, **John Paget-Tomlinson** is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and Health Education curriculum.
- Discussing withdrawal requests with parents, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and Health Education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The PSHRE/RSE co-ordinators, **Liz Littlechild** (Senior School) and **Jenny Dycer** (Prep School) are responsible for:

- Overseeing the delivery of RSE and Health Education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and Health Education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and Health Education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and Health Education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and Health Education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head.

The Deputy Head Pastoral and Designated Safeguarding Lead (DSL), **Ollie McManus** is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and Health Education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSE and Health Education.

Teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and Health Education in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and Health Education.
- Liaising with the SENCO to identify and respond to individual needs of students with Individual Needs. Liaising with the RSE and Health Education subject leader on key topics, resources and support for individual students.
- Monitoring student progress in RSE and Health Education within the lesson.
- Reporting any concerns regarding the teaching of RSE or Health Education to the RSE and Health Education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.

The SENCO, **Katherine Davis** (Senior School) and **Eizabeth Winter**(Prep School) is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

Whole School RSE and Health Education Provision

For the purpose of this policy:

"Relationships and sex education" is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

"Health education" is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE curriculum is primarily based on the model Catholic Secondary RSE curriculum set down by the **Catholic Education Service** [Catholic Education Service model curriculum](#)

The RSE and Health Education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE and Health education curriculum will be delivered through PSHRE education, with statutory elements taught via the science curriculum. The RSE and Health Education subject

leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE and Health Education curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

Safeguarding, Confidentiality and Pupil Welfare

All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Confidentiality within the classroom will be an important component of RSE and Health Education, and teachers will be expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Student Confidentiality Policy.

Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

Students may disclose safeguarding concerns during RSE. Staff will not promise confidentiality and will respond in accordance with the Child Protection and Safeguarding Policy. Staff will listen calmly, avoid leading questions, avoid investigating the matter within the lesson, reassure the student that they have done the right thing in speaking to an adult, record the concern appropriately and refer it to the DSL without delay.

Equality, Inclusion and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

The school will be aware that students with Individual Needs are entitled to learn about RSE and Health Education, and the curriculum will be designed to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their Individual Needs – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with Individual Needs.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Harmful Sexual Behaviour Policy.

Working in Partnership with Parents and Carers

Parents are the first and primary educators of their children and the school seeks to work in partnership with families in all aspects of RSE provision.

The school understands that parents' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents when planning and delivering the content of the school's RSE and Health Education curriculum.

- When in consultation with parents, the school will provide:
- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.

Information about parents' right to withdraw their child from non-statutory elements of RSE and Health Education.

Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and Health Education. Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

When consulting parents, the school will provide examples of the resources it intends to use. Resources will be checked for age and developmental appropriateness, accuracy and suitability for the students concerned.

Parents will be signposted to the separate Secondary and Primary School RSE and Health Education Policy for detailed information about curriculum content, progression, resources and arrangements for withdrawal. Where appropriate, parents will be given advance information about sensitive content and opportunities to view relevant resources.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE and Health Education, they will submit these via email to littlechildl@leweston.dorset.sch.uk (Senior School) or wintere@leweston.dorset.sch.uk (Prep School)

Working with External Agencies and Visitors

Working with external agencies will be used to enhance our delivery of RSE and Health Education and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSE and Health Education curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- Resources provided by external agencies will be reviewed in advance to ensure that they are consistent with the Diocese of Plymouth RSE Policy, the Catholic ethos of the school, statutory requirements and safeguarding expectations.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

The curriculum will address contemporary online risks in an age-appropriate manner, including AI-generated or manipulated intimate images and deepfakes, sextortion, pornography, online misogyny, harmful online communities such as incel culture, harmful influencers, coercion, exploitation and the reporting of harmful content. Students will learn how to recognise risks, protect themselves and others, and seek help.

In line with the revised DfE guidance, secondary students will also be taught, at an age- and developmentally-appropriate point, about positive concepts of masculinity and femininity, harmful misogynistic online content and influencers, incel culture, AI and deepfakes, and the relationship between pornography, misogyny, consent, power and control. Teaching will challenge harmful myths without stigmatising students on the basis of sex or gender.

Withdrawal from Sex Education

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the student turns 16. After this point, if the student wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the student with RSE.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student with Individual Needs, the headteacher will take the students' specific needs into account when making their decision.

Assessment

The school will have the same high expectations of the quality of students' work in RSE and Health Education as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities.

There are no formal examinations for RSE and Health Education; however, to assess student outcomes, the school will capture progress in the following ways:

- Questionnaires

- Quizzes
- Self-evaluations

The Prep School have a baseline comprehensive assessment programme built into the 1Decision scheme assessments take place at the beginning of the 5-8 programme and the 8-11 programme and then there are summative assessments that place at the end of each of these. Pupil self-assessment tasks take place regularly and these are monitored carefully by the teacher. The monitoring schedule may be found in the subject co-ordinator folder on the staff drive.

Staff Training and Professional Development

Training will be provided by the RSE and Health Education subject leader to the relevant members of staff on a regularly basis to ensure they are up-to-date with the RSE and Health Education curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

Staff training will also include updates on the current Diocese of Plymouth RSE Policy and emerging safeguarding issues, including sextortion, AI-generated/deepfake imagery, online misogyny, pornography and harmful online cultures.

Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

Monitoring, Evaluation and Review

The PSHRE/RSE co-ordinators, overseen by the Deputy Head Pastoral, will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations (SLT)
- Topic feedback forms
- Learning walks (SLT)
- Lesson planning scrutiny
- Book/Teams scrutiny
- Pupil voice
- Parental feedback and Staff feedback

The PSHRE/RSE and Health Education subject co-ordinator will create annual subject reports for the Head and Governing Body. They will also work regularly and consistently with the Designated Safeguarding Lead to evaluate the effectiveness of the subjects and implement any changes.

The Governing Body will identify an appropriate link governor to monitor the Catholic ethos, statutory compliance and effectiveness of RSE provision, receiving regular updates from the PSHRE/RSE co-ordinators.

This policy will be reviewed by the DSL in conjunction with the PSHRE/RSE co-ordinators on an annual basis.

The policy and curriculum will also be reviewed when there are significant changes to statutory DfE guidance, safeguarding guidance or the Diocese of Plymouth RSE Policy.

Any changes needed to the policy, including changes to the programmes, will be implemented by PSHRE/RSE co-ordinators. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and Health Education curriculum.

PART B: LEWESTON SENIOR SCHOOL RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Curriculum Intent

At Leweston Senior School, Relationships and Sex Education (RSE) is an integral part of our wider Personal, Social, Health and Relationship Education (PSHRE) programme and our mission to educate the whole person. Rooted in the teachings of the Catholic Church and guided by the Diocese of Plymouth Relationships and Sex Education Policy, our curriculum seeks to support every young person in understanding their God-given dignity, nurturing their wellbeing, and developing the knowledge, virtues and character needed to flourish in mind, body and spirit.

We believe that every person is created in the image and likeness of God and is called to live a life of purpose, service and authentic relationships. Through an age-appropriate and progressive curriculum, students are encouraged to develop self-respect, respect for others, and a deeper understanding of the responsibilities that accompany relationships, sexuality and personal decision-making. The curriculum promotes the Christian virtues of faithfulness, integrity, prudence, compassion, mercy and responsibility, while recognising the unique worth and dignity of every individual.

In keeping with the mission of Catholic education, RSE is understood not simply as the acquisition of knowledge, but as part of the formation of the whole person. It supports students in growing in wisdom, virtue and understanding, enabling them to discern their vocation and develop the confidence to make moral and responsible choices throughout their lives.

RSE at Leweston equips students with the knowledge and skills needed to build healthy, respectful and life-giving relationships, safeguard their physical, emotional and mental wellbeing, and navigate the opportunities and challenges of contemporary society. Students explore themes including family life, friendship, intimacy, consent, sexual health, safeguarding, online relationships, equality, inclusion and personal responsibility. Teaching enables students to think critically, make informed choices and understand the impact of their actions on themselves and others.

In response to current safeguarding priorities and the realities of modern life, the curriculum addresses contemporary issues including online safety, pornography, sexual harassment, misogyny, harmful online influencers, coercive and controlling behaviours, image-based abuse, sextortion, artificial intelligence, deepfakes and other emerging digital risks. Students learn how to recognise abuse, challenge harmful attitudes and behaviours, seek help when needed, and contribute to safe, respectful communities.

Students are supported in developing positive and respectful understandings of masculinity and femininity, challenging harmful stereotypes and promoting mutual respect. In line with current safeguarding guidance, the curriculum challenges misogyny, sexual harassment, coercive behaviour and violence against women and girls, promoting respect, equality and healthy relationships.

The curriculum is delivered within a framework of Catholic teaching, statutory guidance and safeguarding best practice. It provides students with factual, age-appropriate information while encouraging them to reflect on moral and ethical questions through the lens of faith, reason, human dignity and the common good. Through this approach, students are supported to grow in confidence, resilience and wisdom, preparing them for the opportunities, responsibilities and relationships of adult life.

By the time students leave Leweston, they will be equipped not only with knowledge and understanding, but also with the values, virtues and personal qualities needed to live healthy, fulfilling and responsible lives, contribute positively to society, and pursue their vocation with confidence, compassion, integrity and a commitment to serving others.

Curriculum Implementation

Through the effective organisation and delivery of RSE and Health Education, the school will ensure that:

- Core knowledge is broken down into manageable units of learning.
- Curriculum content is communicated clearly and delivered through a carefully sequenced programme of study.
- Students are provided with sufficient opportunities to revisit, apply and embed their learning so that it can be used confidently in real-life situations.

RSE and Health Education complement a range of curriculum subjects. Where appropriate, the school will make meaningful links between subjects to enhance students' understanding and support a coherent educational experience.

The curriculum will be delivered by appropriately trained members of staff and will address issues proactively in line with current evidence, safeguarding guidance and students' developmental needs. Teaching will be age-appropriate, factual, inclusive and delivered within a safe and supportive learning environment that encourages thoughtful discussion and respectful questioning.

Teaching will reflect the requirements of relevant legislation, including the Equality Act 2010, enabling students to understand their rights and responsibilities under the law and the wider implications of the choices they make.

Content relating to sexual orientation and family life will be taught in a sensitive, age-appropriate and factual manner. Teaching will reflect both the requirements of the Equality Act 2010 and the Catholic understanding of the dignity of every human person. Students will be encouraged to treat all people with respect and compassion and to challenge discrimination, bullying and prejudice in all its forms.

The curriculum will be designed to be inclusive of all students, with activities planned to enable every learner to participate fully and engage meaningfully with the content.

The school will ensure that sensitive topics are taught in a way that is appropriate to the age, maturity, cultural background and individual needs of students.

All teaching materials and resources will be reviewed by the RSE and Health Education Lead to ensure that they are age-appropriate, educationally sound, consistent with Catholic teaching, reflective of current statutory guidance and suitable for the needs of all learners. Resources provided by external organisations will be subject to the same review process.

Teachers will establish appropriate ground rules for discussion and create a classroom environment in which students feel safe to contribute, ask questions and explore issues respectfully. Students' views will be listened to carefully, and questions will be answered sensitively, honestly and in an age-appropriate manner.

Teaching will emphasise the importance of healthy relationships, family life, commitment and marriage, while remaining sensitive to the diverse circumstances and experiences of pupils and their families.

In delivering the curriculum, staff will be aware that topics such as self-harm, suicide, abuse and exploitation may arise. Such issues will always be addressed in accordance with safeguarding guidance, with teaching focused on prevention, support and help-seeking rather than providing instructional information.

Teachers will promote mutual respect and challenge stereotypes, prejudice and discriminatory attitudes through the curriculum, helping students to understand and value the dignity of every person.

The school recognises parents as the first and primary educators of their children and seeks to work in partnership with families. Parents will be consulted on the development and review of the RSE curriculum, informed about curriculum content and offered opportunities to view resources and discuss the school's approach.

Curriculum Content, Progression and Learning Outcomes

The RSE and Health Education curriculum is delivered through a carefully sequenced programme of study from Years 7 to 13. Learning builds upon pupils' prior knowledge from Primary Relationships Education and is revisited and developed with increasing depth and complexity as students mature. Content is tailored to be age-appropriate, developmentally appropriate and responsive to emerging safeguarding needs, while remaining rooted in Catholic teaching, the Diocese of Plymouth Relationships and Sex Education Policy, and current statutory guidance.

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The curriculum seeks to support the formation of the whole person and to help students develop the knowledge, virtues and practical wisdom needed to live healthy, responsible and loving lives.

Families and Committed Relationships

By the end of secondary school, students will know:

- The Catholic understanding of human dignity, vocation, family life and relationships.

- Marriage as a lifelong covenant and sacramental vocation within Catholic teaching.
- The role of love, fidelity, commitment and responsibility in relationships.
- 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- Students will also know 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 recognise this in others' relationships.
 - Seek help or advice if needed, including reporting concerns about others.

Respectful Relationships and Friendships

By the end of secondary school, students will know:

- About 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Understanding and challenging misogyny, sexism and harmful stereotypes.
- Violence against women and girls, including recognising, challenging and reporting abusive attitudes and behaviours.
- Positive and respectful understandings of masculinity and femininity.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online Safety and Digital Relationships

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- The risks associated with artificial intelligence, deepfakes and manipulated images.
- Sextortion, image-based abuse and online coercion.
- The influence of harmful online communities and influencers.
- How to identify, challenge and report harmful online content.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Consent, Safeguarding and Personal Safety

By the end of secondary school, students will know:

- About 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 – this includes online.

Intimate and Sexual Relationships, including Sexual Health

By the end of secondary school, students will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.

- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Health Education

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section. This will be delivered within the PSHRE Programme of Study.

Mental Health and Wellbeing

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet Safety and Harms

By the end of secondary school, students will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical Health and Healthy Lifestyles

By the end of secondary school, students will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Substance Use and Risk Management

By the end of secondary school, students will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and Prevention

By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic First Aid

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

Changing Adolescent Body

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

Curriculum Links

The school will seek opportunities to draw links between RSE and Health Education and other curriculum subjects wherever possible to enhance students' learning. RSE and Health Education complement and reinforce learning across the curriculum, enabling students to make meaningful connections between knowledge, values and real-life experiences. The school will seek opportunities to draw links between RSE and Health Education and other curriculum subjects wherever possible to enhance students' learning. RSE and Health Education complement and reinforce learning across the curriculum, enabling students to make meaningful connections between knowledge, values and real-life experiences.

RSE and Health Education are linked to the following subjects:

Citizenship – students develop the knowledge, skills and understanding needed to play a full and active role in society, including an understanding of democracy, the law, rights and responsibilities, and how to make informed and responsible decisions.

Science – students learn about human development, reproduction, fertility, reproductive health, puberty and the physical and emotional changes associated with adolescence.

Computing – students develop an understanding of online safety, digital citizenship, media literacy, data privacy, artificial intelligence, online relationships and the risks associated with digital technologies.

Physical Education (PE) – students learn about physical health, fitness, wellbeing, resilience, healthy lifestyles and the positive relationship between physical activity and mental health.

Religious Studies (RS) – students explore relationships, marriage, family life, human dignity, vocation, Catholic teaching and ethical issues from both Catholic and other religious and non-religious perspectives.

PSHRE – students develop an understanding of personal identity, relationships, respect, diversity, equality, wellbeing, safeguarding and responsible decision-making.

PART C: LEWESTON PREP SCHOOL RELATIONSHIP EDUCATION (RE) POLICY

Curriculum Intent

From September 2020, Relationship and Sex Education became statutory in all Secondary Schools in England and Relationship Education (RE) became statutory in all Primary Schools in England. This policy takes into account the Relationships Education and Health Education guidance issued by the DfEE in 2019 and the Equality Act 2010 (as it applies to relationships).

The Secretary of State forwards the DfE guidance with the following: 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.” At Leweston we recognise this as being a vital part of our students’ education.

The DFE guidance defines RE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.” 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.

The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.”

We teach those aspects of Relationship Education which are statutory parts of the National Curriculum for Science. However, the reasons for our inclusion of RE go further. Our approach to RE is rooted in the Catholic Church’s teaching of the human person. We believe in the unique dignity of the human person made in the image and likeness of God, which underpins the approach to all education in a Catholic school.

We are committed to the education of the whole child; spiritually, physically, intellectually, morally, socially, culturally and emotionally and therefore we believe that RE is an integral part of this education. From Nursery to Sixth Form Leweston shares an educational approach that helps our students develop an attitude to learning they can apply across the curriculum as well as in the wider world, this is the Leweston Learner approach. We teach them to be resilient, creative, inquisitive, adventurous and confident. This approach links directly with the requirements of RE meaning that our students; learn how to speak with confidence whilst listening to the arguments of others, are able to work with others in a collaborative way adapting as the need arises, can support others in difficult situations whilst being aware of their own self and well-being.

We recognise that the prime responsibility for Relationships Education rests with parents, who are the first educators of their children.

Aims and Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and recognising 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;
- loving and being loved, and the ability to form friendships and loving, stable relationships
- free from exploitation, abuse and bullying;

- managing emotions within relationships, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- 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, developing the ability to assess pressures and respond appropriately;
- 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;
- the Church's teaching on marriage and the importance of marriage and family life;
- the physical and psychological changes that accompany puberty;
- about the human reproductive systems.

Curriculum Implementation

Following the guidance of the Bishops of England and Wales and the Department for Education, Relationships Education is not taught as a separate subject but is delivered through the wider PSHRE curriculum and embedded across school life. It is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. With the emphasis on the importance of marriage and family life, all RE should encompass moral, spiritual and church teachings within the requirements of the National Curriculum according to the age and needs of the children at this school.

In the Prep school we follow the Kitemarked 1 Decision Scheme of Work for PSHRE which is directly mapped against the new statutory framework. The scheme is designed to be fully adaptable; we encourage teachers to provide classes that are specific to the needs of the students in that class, and responsive to their behaviour and development. This policy should be read in conjunction with the SEND policy. Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding sex and relationships. It is important that students know the difference between fact, opinion and belief.

Curriculum Content and Progression

Relationship and Sex education is not taught in isolation because we recognise that RE education complements existing national curriculum subjects and our whole school approaches to health and wellbeing. Therefore, the curriculum content may also be viewed in Science, Religious Studies, History, PE, Geography, Languages, Forest School, Music, Performing Arts, Art and Design, English and Maths (outlined in the document entitled "RE Cross-curricular links"). Through teaching these elements across the curriculum we hope to fully embed this life-long learning about physical, moral and emotional development.

This content was created with the assistance of AI and reviewed, edited, and approved by Liz Littlechild