



# CORPUS CHRISTI CATHOLIC HIGH SCHOOL

Together in One Body

# HRSE POLICY

October 2022

Approved: Awaiting Approval (Spring 2023) | Review: October 2024

## 1. Background Information

Corpus Christi Catholic High School is a school in the trusteeship of the Lancaster Diocese, conducted in accordance with the rites, practices and observances of the Catholic Faith.

All Human Relationships and Sex Education 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. All teaching is in accordance with the equality act 2010.

The Diocese of Lancaster has provided this updated guidance to help Governing Bodies in the production of a policy to support their schools as they, in turn, support the formation of the children and young adults they serve. *Human Relationships and Sex Education Policy Guidance for Governing Bodies 2019*

Corpus Christi is an Outstanding Catholic school with a distinctive nature and ethos. All human beings are made in the image of God. *"Each of us is a thought of God, each of us is willed, each of us is necessary"* Pope Benedict XVI. The schools name refers to the Christian understanding and belief in the essential nature of community, the community is the body of Christ and we are all are apart of it. Our school motto 'Unum in Corpore Uno' which is translated to 'Together in One Body' takes from the teaching of St Paul to the early Church in Corinth on how to be a community (1 Corinthians 12:12-27).

Corpus Christi staff and pupils are guided by the four cardinal virtues in all their teaching, learning and interactions. These Virtues are taken directly from Church teaching;

- Fortitude
- Justice
- Temperance
- Prudence

## 2. Statement

**Vision for Human Relationships and Sex Education.**

*"A true 'formation,' is not limited to the informing of the intellect, but must pay particular attention to the will, to feelings and emotions. In fact, in order to move to maturation in affective-sexual life, self control is necessary, which presupposes such virtues as modesty, temperance, respect for self and for others, openness to one's neighbour...All this is not possible if not in the power of the salvation which comes from Jesus Christ."*

***Sacred Congregation for Catholic Education.***

At Corpus Christi Catholic High School we are inspired by Jesus to lead lives that are purposeful and enable us to fulfil our talents. We care for one another and show mutual respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. Through this we grow in our understanding of how loving our neighbour enables us to be happy too. Happiness can only be truly achieved when we have a good relationship with ourselves, recognising our God-given dignity, which enables us to enter into relationships with other people in our lives, which help us grow and flourish, and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, created equal and called to grow in love for him through the person of Jesus Christ and to spread the Good News through the work of the Holy Spirit. We are gifted with the love of God and the ability to love others. Our sexuality is part of our total self-gift of the heart and we seek to bring the young people in our care to know the beauty, goodness and truth of the Church's teaching about how to lead a fulfilled life as they grow and change from children into young adults.

**What our pupils say:**

**"Human Relationship and Sex Education is one of the most important subjects that we can learn about. Here at Corpus Christi we believe that relationships should be based on love, respect and faithfulness."**

**"We hope that HRSE lessons will help us to build positive relationships as we grow older."**

“Pupils should be allowed to voice their opinions during these lessons but should also behave respectfully so that everybody feels comfortable.”

“It is important that we learn about sex because it is a big issue in our world, one way or another, we will experience relationship issues and decisions as we go through life.”

### 3.Procedures

The following groups are in the process of consultation as part of producing this policy.

- Staff (through HRSE team)
- Governing body (draft policy to be presented)
- Parents
- Diocesan Education Service
- School council (meeting with HRSE co coordinator)
- Pupil voice

**In consultation with the Governing Body, the policy will be implemented in January 2023, reviewed every (two years), by the Head teacher, CPSHE Co-Ordinator, Head of Catholic Life and Mission, HRSE Co-Ordinator and the Governing Body. The next review date will be October 2024.**

### 4. Rationale

As a secondary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole. For example, the defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church’s teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic schools responsibility than teaching about any other curriculum subject.

At Corpus Christ Catholic High School we teach young people about how to form relationships, including understanding loving relationships and acknowledging that young people’s first experience of love is in the home. We encourage the young people in our school/college to recognise that they are all children of God and that each person shares a God given dignity. As they mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as yourself” (Mark 12:31). We also encourage young people to know that God’s love for humanity is so great, he is waiting to forgive us. “We are all sinners, but God heals us with an abundance of grace and mercy.” Pope Francis This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with ‘Fit for Mission? Schools’.

The Department for Education in ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that,

“to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” P.8

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognises that to know and love God brings lasting happiness.

## 5a. Requirements of the Diocese of Lancaster

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspections conducted from January 2023. (The term sex and relationships should be replaced in policies with human relationships and sex education.)

The key points within this guidance are as follows:

1. All schools must have an up-to-date HRSE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.
2. This should be developed in consultation with parents and the wider community.
3. Secondary schools should have clear parameters on what students should know when they leave school and be prepared for further education.
4. All schools' policies must include how they will teach Relationships Education, Relationships and Sex Education (RSE) and Health Education.

## 5b. Statutory framework.

The statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years

The statutory guidance is available from the DfE (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). It should be read in conjunction with this Diocesan guidance and the following documents.

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [National Citizen Service](#) guidance for schools

## Purpose of the Statutory Guidance

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision.

The table below summarises statutory obligations:

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).	All maintained schools including schools with a sixth form, academies, free schools, non- maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

## 6. Virtues

School virtues underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead of charity) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach “the abundant life” (John 10:10).

## 7. The Aim and Objectives of HRSE.

The aim of HRSE is part of our wider aim to educate the complete human person. The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person. Corpus Christi Catholic High School is called to keep the Gospel whole and alive amongst pupils, families, and staff.

### HRSE will deepen the following areas of understanding.

- To develop self-respect and love of self.
- To invite young people to develop and deepen a loving relationship with God.
- To invite young people to understand that their life has a purpose.
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God’s love.
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
- A strong awareness of their own safety and the nature of consent.

- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

### **HRSE will develop attitudes, personal and social skills and knowledge and understanding.**

#### **Through love of God:**

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

#### **Through love of others:**

- We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- We will seek to enable pupils to understand the choices they make and how they can help or harm themselves and others.
- We will encourage pupils to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's Prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop pupils' knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for managing their own risk.
- We will develop pupils' experience of what it is to be truly happy so that they begin to understand the difference between happiness and gratification, satisfying the spirit rather than the senses.
- We will teach them the virtue of patience.
- We will teach pupils about the media and their choices, about what to watch, what games to play, what rules apply, especially when using social media, and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will encourage pupils to develop their own moral framework about accessing information online.
- We will encourage pupils to recognise the influence of peer pressure and the moral integrity required to say, "no".
- We will support pupils when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will teach pupils about the damage that drugs and alcohol can do to relationships with the self, as well as others.
- We will teach young people that God is merciful and always waiting for us to be reconciled with him.

## **8. Inclusion**

At Corpus Christi Catholic High School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue.

Under the provisions of the Equality Act, Corpus Christi Catholic High School does not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). This is further stated in our Equality Policy (updated October 2022).

For pupils who require additional support in relation to their own sexuality e.g. transgender, the eternal love that the Father has for them will inform us as caregivers to ensure that such pupils feel valued and safe, through our extremely strong pastoral system. As a school community we seek to nurture the whole child, as such, defining pupils by their sexuality would be limiting their uniqueness and development, the aim of our school is to encourage pupils to truly understand the self. We are committed to ensuring that all our pupils feel valued, safe and free from prejudice.

## 9. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that Corpus Christi Catholic High School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. (Please see equality policies for specific procedures).

**All schools, including ours, must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.** Teaching reflects the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the broader legal implications of decisions they may make.

The 2010 Act identifies the following protected characteristics applicable to pupils, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Age is also a protected characteristic which does not apply to pupils, but governors should be aware of this aspect as employers.

As a Catholic school, we are mindful that our primary mission is to the poor and seek to alleviate any disadvantage. We also give appropriate focus on the SEND Code of Practice when planning for these subjects to ensure the inclusion of all students in a way that is appropriate for them. **Relationships Education, RSE and Health Education, must be accessible for all pupils and this is borne in mind when planning for pupils with special educational needs** and disabilities who represent a significant minority of pupils.

The critical characteristic of Catholic education is that all people are children of God. With this belief, underpinning school life perceived limits on students because of their characteristics must always be subject to challenge as the school is part of the Universal Catholic Church. It is through this lens that schools such as ours must always challenge stereotypes and address behaviours such as homophobia, misogyny and sexism. We are aware of the fact that the approach of the Church may not be the same as the approach taken in other areas of life, such as social media. A clear and consistent message about human dignity is always conveyed through the whole of school life by staff, students and those who support the work of the school such as governors.

The schemes of work which underpin the school's teaching of HRSE is regularly reviewed by the HRSE team (including the HRSE Coordinator and the Head of Catholic Life and Mission) and the CPSHE Coordinator (AHT), and periodically by the SEND Coordinator. This ensures that education in this area prepares students for adulthood, ensuring that SEND pupils are supported to deal with aggressive behaviour, exploitation and bullying. Pupils who experience acute moments of vulnerability due to family circumstances, such as bereavement, social anxieties (perhaps following relocation) or specific physical or mental health problems receive support in school as appropriate through their Head of Year, Pastoral Support Officer, the DSL and their deputies or through links with outside agencies. In some cases, pupils may require a personal plan for their education in this area to match their needs and stage of development, reflecting statutory requirements, and this will be monitored by the HRSE Coordinator and by the member of staff who is primarily responsible for the support that pupil is receiving, as listed above.

Governors at Corpus Christi Catholic High School understand the implications of the DfE's 2022 Keeping Children Safe in Education for their school. The guidance covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports

of sexual violence and sexual harassment.

All teaching in HRSE, including that which covers areas around the protected characteristics, is sensitive to the age, cultural background and family experiences of students. The Catholic view of human dignity should challenge the cultural assumptions that can underpin prejudices, such as racism, sexism and religious discrimination. **Corpus Christi Catholic High School will robustly challenge homophobia or any inequitable behaviours based on a person's sexual orientation or gender as an infringement of human dignity.** Though schools such as ours will teach the Church's view on what it means to be human, and the challenges this offers to a wide range of lifestyles, the needs of the individual students will remain paramount. In a Catholic school such as ours, we aim to see the child, a Child of God, as a person in need of love and care.

The DfE's guidance makes specific mention of teaching about lesbian, gay, bisexual and transgender characteristics, which it shortens to LGBT. The guidance states,

"At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at an appropriate point as part of this area of the curriculum."

At Corpus Christi Catholic High School we address questions about sexuality and gender as and when they arise. Our school's behaviour policy identifies all protected characteristics as possible triggers for aggressive or bullying behaviours. Pupils are taught about a variety of different types of relationships, the legal standpoint and Catholic teaching on these, and how these may remain healthy and positive. Pupils are also explicitly taught about how any form of LGBTQ+ bullying or prejudicial behaviour is not only completely inappropriate and unacceptable in our school community, but also totally against church teaching.

We train all staff to support pupils who are asking questions about themselves or others in these areas in partnership with their families and they know the legal requirements incumbent on the school with specific reference to sex or gender requirements. The dignity of each pupil is central to our care and we support any questioning child and their families through a culture of listening and seeing them as a person. We do not rush to label but offer children and their families time to discuss and explore what is best for them as individuals within our school community. As a school, we work to challenge all limiting stereotypes around sexuality and gender identities and work to enable each young person to fulfil their God given potential.

## **10. Programme of study**

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. This programme will be taught during HRSE lessons as part of the CPSHE curriculum (see CPSHE Policy 2016), in cross curricular lessons, particularly R.E. and Science and fundamentally embedded in the ethos of the school through assemblies and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It will be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the HRSE team, Science and RE staff, monitored by the HRSE Coordinator (Mr S. McMahon), as well as the Assistant Headteacher with responsibility for the Extended Curriculum (Mr N. Warham) and the Head of Catholic Life and Mission (Mr J. Fetherston)

The Programme of Study places the Diocese of Lancaster programme next to the statutory obligation it fulfils. Any additional material in HRSE is written in italics so it is easy to identify. The Governing body and the Headteacher are mindful that from 2020 OFSTED will inspect the new 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', and that inspections under Section 48 will continue to examine provisions in HRSE.



## 11. Parents

The Church recognises parents as the first educators of their children, Corpus Christ Catholic High School is committed to supporting parents in this task. Our role will be to assist and complete the work of parents, furnishing children and adolescents with an evaluation of "*sexuality as value and task of the whole person, created male and female in the image of God*". (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Pupils' first experience of relationships and love are in the home. At Corpus Christi Catholic High School we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. The parent voice group will be consulted about this policy before it is ratified by the governing body.

Parents are informed of their right to withdraw their children from HRSE and relevant Science lessons, however, they are not able to withdraw their children from statutory Science lessons.

### Parental Right to Withdraw Procedure:

- The HRSE curriculum will be made available on the school website.
- Letters will be sent out to parents before HRSE content is covered in the Science curriculum. Parents do not have a right to withdraw pupils from these statutory lessons.
- The school newsletter will highlight the HRSE curriculum, particularly when sensitive topics are to be explored.
- Parents will have a right to withdraw their child, by contacting the Headteacher, no later than the start of the school day when the lesson will take place.

## 12. Structure

### Members of staff responsible for leadership, co-ordination and monitoring of the programme:

Headteacher: Mr John Hankin

Link Governor: Mrs Elizabeth Sutton

SLT member: Mr Noel Warham

Head of Catholic Life and Mission: Mr John Fetherston

HRSE Co-ordinator: Mr Sean McMahon

The HRSE area will have a team of 8 teachers who will plan and make resources for a series of lessons for years 7-11. The members of staff involved have all expressed an interest in developing this aspect of the curriculum and are all practising Catholics. Each member of this team has access to the Lancaster Diocese HRSE resource to ensure they are familiar with the aims and objectives of HRSE. All members of the team have recently re-written, reviewed and taken responsibility for various year group schemes of work in HRSE. This process is ongoing with each scheme a live document which is constantly being reviewed.

The HRSE Team will ensure that there is sufficient continuity, progression and challenge from year to year and that each lesson is adequately resourced. The HRSE Coordinator is responsible for ensuring that lessons and resources are ready for teaching and may also manage colleagues within the team if all team members are not required to teach that particular year group (in the case of smaller year groups). The CPSHE Co-ordinator (AHT) and Head of Catholic Life and Mission will work with the HRSE Co-ordinator to quality assure and check each all areas of the HRSE curriculum are effective and manageable for colleagues to deliver successfully.

All CPSHE lessons will be taught in single sex groups by the HRSE teachers within that team according to the rota made available to staff in the summer term of the previous academic year. Time will be made available for the HRSE team to meet for planning and reflection/review of schemes of work. This will mean that pupils at Corpus Christi Catholic High School will have a personalised HRSE provision delivered by trained, Catholic teachers.

## 13. Teaching HRSE

### Teaching and Learning Strategies:

- A wide range of teaching and learning strategies will be used including, discussion, peer teaching/ group work, differentiation, enquiry based learning, debate and creative writing.

- Using distancing and de-personalising techniques (ways of ensuring that a teachers' opinion/bias on a subject or issue does not affect the accuracy of information given or curriculum coverage) this is particularly important during sensitive or emotive subjects.
- Clear ground rules before any HRSE lesson will be outlined, using a universal procedure. These are shared with all pupils at the beginning of every HRSE lesson.
- The use of outside agencies such as Ten Ten theatre will enhance our provision if required. Parents will be informed of these productions. Outside agencies will be used during Extended Learning Days to compliment and build upon content taught within the individual Schemes of Work.
- We will monitor progress in understanding, through a formal assessment and evaluation process linked to the CPSHE provision. HRSE monitoring and provision will be led by the HRSE Co-Ordinator with the continued support of the CPSHE Co-Ordinator, the Head of Catholic Life and Mission and the nominated Link Governor.
- Science lessons will be taught by the Science department, supported and monitored by the HRSE Coordinator. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.
- Any areas which are not covered in HRSE lessons from the statutory curriculum will be covered in other areas of CPSHE or school curriculum. For example, online safety is met within the Personal Safety strand of CPSHE as well as in computer science. Basic first aid is delivered through the Extended Learning Day programme.
- The school nurse will meet with the HRSE Coordinator and be made aware of HRSE policy using the Diocese 'outside agency' document.

#### **14. Assessment**

Corpus Christi Catholic High School has the same high expectations of the quality of pupils' work and effort in these subjects as far as other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including other subjects.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and expert questioning used to identify where pupils need extra support or intervention.

Whilst there is no formal assessment in this area, the scheme of work is written so that each year's curriculum builds upon prior learning, and teachers will ensure that prior knowledge is secure before moving onto the teaching of new content. Pupils use A3 knowledge mats in every lesson to help review and refresh previous content. Furthermore, each pupil completes a HRSE Pupil Voice survey at the end of each cycle, which allows the team to measure how well the knowledge taught in that unit has been learnt by the pupils, and adapt future schemes accordingly.

#### **15. Supporting children and young people deemed to be at risk.**

The Governing Body desires that HRSE lessons take place in a positive framework, where pupils experience a growing appreciation for their wellbeing, and that of others, and a deeper understanding that the Church teaches a path of wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and knowing that these questions will not be judged by staff or other students. It is vital, therefore, that time is invested in creating this framework of mutual trust and care, whilst respecting personal information. The HRSE coordinator has given access to support and training to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching HRSE have up to date safeguarding professional development. Questions asked by pupils that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures. (See school Safeguarding Policy).

This policy is available for all staff, governors, parents and students and the confidential nature of how to obtain advice and guidance as a result of any issues or questions that may arise. Pupils will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme.

## **16. Evaluation and Review**

Evaluation of HRSE lessons will take place through CPSHE assessment provision, staff and pupil voice and HRSE team planning and evaluation time.

The use of outside agencies will also always involve pupil voice to evaluate the effectiveness of the experiences we are providing for our young people.

The HRSE coordinator, CPSHE coordinator and Head of Catholic Life and Mission will where possible, conduct learning walks during HRSE, Child Development and Science lessons and meet with relevant line manager/ governors during governing body committee meetings and improvement plan meetings.

*This policy will be reviewed in October 2024.*