



Blessed Robert Sutton
Catholic Voluntary Academy

**Blessed Robert Sutton –Personal, Social, Health and Economic (PSHE) Education
inc. British Values Statement and Relationship and Sex Education Policy (RSHE)**

Date of policy	May 2026
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Review Date	May 2028

In this policy the Governors, Senior Leadership Team and staff, in partnership with pupils and their parents/carers, set out the school's approach to Personal, Social, Health and Economic (PSHE) education, Relationships and Sex Education (RSE), and the promotion of British Values.

This policy is informed by:

1. DfE *Relationships, Sex and Health Education guidance (2025)*
2. Equality Act 2010
3. Keeping Children Safe in Education (2025)
4. Catholic Education Service guidance
5. The Trust's British Values statement

Consultation has taken place with the Senior leadership team and the School governors. This policy follows the Relationships and Sex Education guidelines from the Catholic Education Service.



Blessed Robert Sutton
Catholic Voluntary Academy

Table of Contents

1. Implementation and Review of Policy	3
2. Catholic Ethos and Vision	4
3. What is PSHE? (Why we teach it)	4
4. Curriculum Overview.....	5
5. Curriculum Design and Delivery	7
6. British Values.....	7
7. Relationships and Sex Education (RSE).....	9
8. Rationale & Statutory Curriculum requirements	10
9. Values and Virtues	11
10. Aim of RSE and the Mission Statement.....	12
11. Objectives	12
12. Outcomes	14
13. Balanced Curriculum.....	15
14. Other Roles and responsibilities Regarding PSHE and RSE	16
15. Relationship to other policies and Curriculum Subjects	17
16. Safe Learning Environment	18
17. Equality and Inclusion.....	19
18. Right to Withdraw.....	20
19. Monitoring and evaluation	20



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Catholic Voluntary Academy

1. Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Pentecost Term 2026. This policy will be reviewed every two years by the Personal Development Lead, Governing Body and staff. The next review date is May 2028.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. The policy will be available to all parents through the school's web site. A printed copy can be made available on request to the school office. The RSHE curriculum will also be published on the school's web site from September 2026 following revisions that commenced in January 2026 in line with changes to the curriculum.

The DfE has set out guiding principles for effective RSHE delivery. These principles are utilised to inform our programme., These principles are reflected throughout this policy:

- Engagement with pupils
- Engagement and transparency with parents/carers
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participatory education
- Whole school approach

Pupil Voice and a Need-Led Curriculum

Listening to the young people's voices is central to our PSHE provision. Pupil views are gathered through a range of activities including:

- Class discussions and evaluation activities within lessons
- School council and student forums
- Surveys and focus groups carried out at least once a term.

Young people are encouraged to share their views and these are listened to, valued and respected. In the writing of the curriculum in line with the changes made by the government as part of the review of PSHE for delivery from September 2026 students were consulted through a student voice online activities and student council meetings on the prior delivery of PSHE & RSE and provided an opportunity to critic and analyse the planned curricular. This method will continue moving forward at the initial end of the delivery period (July 2027) and again in the lead up to the review of this policy (May 2028).



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Catholic Voluntary Academy

This feedback, alongside safeguarding and behaviour data, informs curriculum review and adaption to ensure content remains relevant, timely and responsive to the lived-experiences of our pupils.

2. Catholic Ethos and Vision

“I have come that you might have life and have it to the full” (John 10:10)

As a Catholic school, our approach is rooted in:

- The dignity of the human person
- The sanctity of life
- The common good

British Values are not separate from this—they are understood through Catholic Social Teaching and the example of Christ, who modelled inclusion, justice, respect and love for all.

We aim to develop pupils who flourish:

- Academically
- Spiritually
- Morally
- Socially

3. What is PSHE? (Why we teach it)

PSHE is a planned programme enabling pupils to:

- Stay safe and healthy
- Understand relationships
- Know their rights and responsibilities
- Make informed choices
- Prepare for adult life

PSHE is a key safeguarding subject, equipping pupils to recognise risk, harm and exploitation. Some aspects of PSHE are statutory, through RSHE; others, such as elements of financial education and careers learning, are non-statutory. At Blessed



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Robert Sutton we believe it is important for our pupils receive education in these essential areas in preparation for adulthood.

Our PSHE curriculum is tailored to the needs of our pupils and community and is informed by safeguarding data, pupil voice, national and local intelligence and emerging risks.

4. Curriculum Overview

Our PSHE curriculum is structured around a series of **key thematic areas**, which reflect statutory expectations, safeguarding priorities and the needs of our pupils in an increasingly complex and digital world.

These themes are mapped progressively across Key Stage 3 and Key Stage 4 and are informed by our curriculum audit and long-term planning.

Pupils develop knowledge, skills and understanding through the following areas:

Relationships and Personal Development

- Healthy, respectful and safe relationships
- Families, friendships and intimate relationships
- Consent, boundaries and the law
- Managing conflict, peer pressure and influence
- Personal identity, self-esteem and emotional literacy

Safeguarding and Being Safe

- Recognising abuse, exploitation and coercion
- Sexual harassment, violence and harmful behaviours
- Grooming, county lines and criminal exploitation
- Personal safety in different contexts
- How and where to seek help and support

Online Safety and Digital Literacy

- Digital identity and online relationships
- Social media, influence and comparison
- Data protection, privacy and digital footprints



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Catholic Voluntary Academy

- Misinformation, AI, deepfakes and online manipulation
- Responding to online harm and reporting concerns

Health and Wellbeing

- Mental health, resilience and emotional wellbeing
- Physical health, lifestyle choices and risk
- Drugs, alcohol, tobacco and vaping
- Healthy eating, sleep and physical activity
- Health services and self-care

Economic Wellbeing and Financial Education

- Budgeting, saving and financial decision-making
- Banking, credit, debt and financial risk
- Understanding money in society
- Consumer awareness and financial responsibility

Careers and Employability

- Aspirations, pathways and future planning
- Workplace skills and employability
- The changing world of work, including technology and AI
- Preparation for employment and further education

Citizenship, Society and British Values

- Democracy and participation
- The rule of law and justice system
- Rights, responsibilities and human rights
- Equality, diversity and inclusion
- Respect, tolerance and social cohesion



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Detailed content and sequencing are set out in the school's PSHE curriculum map, which ensures full coverage of statutory requirements across Key Stage 3 and Key Stage 4.

5. Curriculum Design and Delivery

PSHE is delivered through a 45 minute form time learning lesson on a Wednesday morning. PSHE is also delivered through assemblies, drop down days and cross-curricular activities signposted and identified by each of the departments in the school.

Our curriculum is:

- Spiral and progressive ensuring students experience and are exposed to information in a timely manner for their development level.
- Responsive to safeguarding data and pupil voice – supported by the overview by the Designated Safeguarding Lead, Senior Leadership Team and Heads of Year.

Lessons are:

- Age-appropriate
- Inclusive
- Non-judgemental
- Adapted for SEND

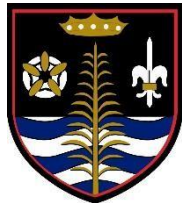
6. British Values

The government defines British Values as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within our Catholic school, these values are not taught in isolation. They are rooted in Christian teachings and are understood through Catholic Social Teaching and the example of Jesus Christ, who modelled inclusion, justice, dignity and love for all.

We teach British Values not simply as a set of principles, but as part of a deeper understanding of what it means to live a good and moral life. This supports pupils in



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developing spiritually, morally, socially and culturally, preparing them for life in modern Britain and enabling them to contribute positively to the Common Good.

The promotion of British Values also supports the school's safeguarding responsibilities, including the prevention of extremism and radicalisation.

We embed these values across the curriculum, collective worship and wider school life. The examples below illustrate how values are promoted:

Our approach

Democracy

- Student voice through school council and pupil leadership
- Opportunities to debate, express opinions and respectfully challenge others
- Development of decision-making and participation in voting processes

Rule of Law

- Clear behaviour systems and expectations
- Teaching of laws, justice and consequences
- Understanding how laws protect individuals and society

Individual Liberty

- Encouraging independent thinking and responsible choices
- Promoting pupils' rights alongside responsibilities
- Providing a safe environment for personal development

Mutual Respect

- A culture of respect embedded across school life
- Promotion of equality, fairness and dignity for all
- Strong focus on inclusion, anti-bullying and supporting the most vulnerable

Tolerance of different faiths and beliefs

- Promoting understanding of diverse beliefs and cultures
- Learning through Religious Education and wider experiences
- Supporting pupils in understanding their own beliefs and values within a diverse society

British Values are embedded across all aspects of school life and are integral to preparing pupils to be responsible, respectful and active citizens. These values prepare pupils to contribute positively to society and to work towards the Common Good.



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7. Relationships and Sex Education (RSE)

RSE is delivered in line with:

- Catholic teaching
- Statutory guidance

It enables pupils to:

- Form healthy relationships
- Understand consent and the law
- Recognise abuse and seek help
- Make safe, informed decisions

It addresses modern risks including:

- Online harms
- Sexual exploitation
- Coercion and harassment

Defining relationship and sex education

DfE guidance¹ updated in 2025 specifies the following in relation to RSHE.

Schools should take a positive approach to learning, this is carried out at Blessed Robert Sutton through

- Building positive attitudes and skills through RSE
- Promoting healthy norms about relationships
- To support students to make safe, informed and healthy choices
- To recognize when something is wrong and understand how to seek help

Due to an increasing complex world influenced by living in both an online and offline world, that our young people are growing up in we recognize the need to educate them in a supportive environment to navigate the risks of

- Online harms, misogyny, pornography and AI risks
- Financial exploitation and manipulation
- Toxic relationships
- Sexual harassment, violence and coercion, signs of these and the understanding that these behaviors are not part of a loving, respectful relationship



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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.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers DfE 2025

8. Rationale & Statutory Curriculum requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum in Science. However, the reasons for our inclusion of RSE go further.

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (JN.10.10)

We are involved in relationships and sex education precisely because of our Catholic beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the dignity of the human person, the sanctity of life and the common good underpin all content. Moral teaching is **presented clearly**, not apologetically. We teach about relationships and choices, but always from a Catholic understanding of the human person.

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

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE will be firmly embedded in a cross-curricular approach including across all subjects in the school and falls under the umbrella term of Personal Development, as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centered on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

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



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come from, and support will be provided to help pupils deal with different sets of values.

9. Values and Virtues

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



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Catholic Voluntary Academy

10. Aim of RSE and the Mission Statement

Our Mission Statement

“To inspire and support all students to achieve exceptional success academic excellence, spiritual development and social awareness through Christ”

commits to developing the education of the whole person and we believe that RSE is an integral part of this education. Furthermore, we commit ourselves to doing this through a belief that all are unique and equal in the eyes of God, through a culture of respect for oneself and for others, and by fostering a love and joy of learning and healthy living, to produce happy, healthy, successful and responsible global citizens.

It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a “positive and prudent sexual education”² which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

11. 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 – in their own person and in the person of others.
- Joy in the goodness of the created world and their own bodily natures.
- Responsibility for their own actions and a recognition of 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 which have integrity, and which are respectful of the individual's commitments.
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying.



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Catholic Voluntary Academy

- Managing emotions with confidence, sensitivity and dignity within relationships and when relationships break down.
- Managing conflict positively, recognising the value of difference
- Cultivating humility, mercy and compassion, 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, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately.
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely.
- Assessing risks and managing behaviours to minimise the risk to health and personal integrity.

² *Gravissimum Educationis* 1

To know and understand:

- The Church's teaching on relationships and the nature and meaning of sexual love.
- The Church's teaching on marriage and the importance of marriage and family life.
- The centrality and importance of virtue in guiding humans, living and loving.
- The physical and psychological changes that accompany puberty.
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.
- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.



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- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

12. Outcomes

Inclusion of all learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying & online harms) use of prejudice-based language and how to respond and ask for help. Delivery of RSE will be fully aligned with our school's inclusion policy.

Equalities Obligation

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children or disadvantaged.

Broad content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Our programme adopts a cross-curricular approach, returning to the same themes and topics at an appropriate age level throughout Years 7 to 11. Elements of the structure of the programme is based on the model Catholic RSE curriculum provided by the Catholic Education Service.

Programme/Resources

Teaching strategies will include (but not limited to) establishing ground rules, discussion, project learning, reflection, active, brainstorming, film & video, group work, role-play and values clarification. Assessment strategies will include (but not be limited to) class questioning, written tasks, presentations, quizzes and tests.



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The curriculum content is supported through the use of two key platforms, Wellio and TenTen – The later of which is approved by the Catholic Church. Any resources that are used to teach RSE are checked to ensure that they are inline with the teachings of the Catholic church, with the majority of the content for this area taught through the use of TenTen Programme.

(See also "Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers" DfE 2025.)

Parents and carers

We recognise that parents and other carers who stand in their place are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school supports parents and carers by signposting material to be shared with their children at home; this is available on the safeguarding section of the website. Parents and carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents and carers have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum. Should parents or carers wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents and carers to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

13. Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.



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14. Other Roles and responsibilities Regarding PSHE and RSE

External Visitors

Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Safeguarding

PSHE and RSE are central to safeguarding.

They help pupils:

- Recognise unsafe situations
- Understand exploitation
- Seek support

Staff follow safeguarding procedures at all times. Any disclosures are reported to the DSL immediately.

Governors

- Draw up the PSHE & RSE policy in consultation with parents and teachers.
- Ensure that the policy is available to parents.
- Ensure that the policy is in accordance with other whole school policies, e.g. SEN, the ethos of the school and our Christian beliefs.
- Ensure that parents know of their right to withdraw their children.
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used.
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and requirements of PSHE and RSE set out by the DfE.

Head teacher



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

Personal Development Lead

- The Personal Development Lead with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to PSHE & RSE and the provision of in-service training.
- This member of staff is responsible for attending training to stay up to date on PSHE/RSE through professional networks, sharing information as required to all staff through staff training and revisions to the programme as required.
- This is the Assistant Headteacher who is also the Designated Safeguarding Lead.

All Staff

- RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guidance of the physical, moral and spiritual well-being of their pupils.
- Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school.
- Appropriate training will be made available for all staff teaching RSE.
- All staff should be aware of the policy and how it relates to them and have been sought for their ideas and council in relation to the development of this programme and subsequent policy.

Children's questions

- All stakeholders within Blessed Robert Sutton want to promote a healthy, positive atmosphere in which PSHE and RSE can take place.
- They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

15. Relationship to other policies and Curriculum Subjects

This PSHE and RSE policy is delivered through form time learning and strong cross-curricular links drawing on staff specialisms with specific discussion content forming part of the school's Personal Development Delivery. Examples of cross-



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curricular links can be found with aspects of the curriculum delivered throughout all subjects. It includes guidelines about pupil safety and is compatible with the school's other policy documents. This is evidenced on the curriculum map for the school.

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

16. Safe Learning Environment

We ensure:

- Clear ground rules
- Respectful discussion
- Opportunities for anonymous questions

Staff:

- Answer sensitively and appropriately
- Follow safeguarding procedures if concerns arise

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. All stakeholders within Blessed Robert Sutton believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the PSHE & RSE programme. The use of ground rules will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g. where a child or young person's questions hint at abuse, is deliberately tendentious or is of a personal nature. Staff are trained in line with the Keeping Children Safe in Education documentation (2025 at the time of writing this policy, but updated each year and covered in all staff training at the start of the academic year or as part of the onboarding process for new staff).

Supporting Children and young people who are at risk

Children will also need to feel safe and secure in the environment in which PSHE & RSE takes place. Effective PSHE & RSE will provide opportunities for discussion of what



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is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead.

Confidentiality and advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Catholic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g. parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

17. Equality and Inclusion

We comply with the Equality Act 2010 and ensure that PSHE:

- Is inclusive of all pupils
- Reflects:
 - Different families
 - Cultures
 - Beliefs
 - Sexual orientations
- Does not discriminate



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18. Right to Withdraw

Parents may withdraw their child from **sex education** (non-statutory elements only).

There is **no right to withdraw from:**

- Relationships Education
- Health Education

Pupils can opt into sex education from three terms before age 16.

19. Monitoring and evaluation

The Assistant Headteacher responsible as the Designated Safeguarding Lead and Personal Development Lead will monitor the provision of the various dimensions of the programme by developing, examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated annually by means of questionnaires /response sheets/needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.