



## Relationships and Sex Education in Catholic Schools Quality Standard

### 1. Policies

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. The RSE policy is consistent with the Catholic mission and ethos statement of the school/academy and in accordance with Catholic teaching. It includes an outline of provision.</li> <li>2. The school has an up to date RSE policy which takes into consideration appropriate statutory and non-statutory guidance.</li> <li>3. The school has the following:               <ul style="list-style-type: none"> <li>• Safeguarding policy.</li> <li>• Confidentiality policy.</li> <li>• Equalities policy.</li> <li>• E-safety</li> <li>• Guidelines for outside visitors.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• RSE policy in place approved by governors. Guidance for developing a policy and an exemplar policy can be found on the CES website.</li> <li>• All relevant policies in place and approved by governors.</li> <li>• Policies reviewed and signed off by governors every 1-2 years</li> <li>• Minutes of Governing Body meetings where approval has taken place</li> <li>• Statement regarding approach to RSE included in school's prospectus.</li> <li>• Details of RSE curriculum are published on the school's/academy's web site.</li> </ul>	<ul style="list-style-type: none"> <li>• Some policies may be combined.</li> <li>• In evidence column on the right, please indicate where policies may be found.</li> <li>• Policies should be developed in consultation with parents/carers, young people and governors.</li> </ul>	

## 2. Leadership and Management

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. There is a named and designated member of staff responsible for the organisation, co-ordination and provision of RSE.</li> <li>2. Also a named senior member of staff supporting the delivery, monitoring and evaluation of RSE within school (if this is other than the designated person above).</li> <li>3. There is a named and designated member of the Governing body with a responsibility to oversee policy, resources etc. as they relate to RSE</li> <li>4. There are identified members of staff to provide delivery of RSE.</li> </ol>	<ul style="list-style-type: none"> <li>• At least one named member of staff, designated responsible for RSE, recorded in some form in school documentation and named at the appropriate place on the school’s website.</li> <li>• Senior member of staff with responsibility for overseeing RSE in line with other subjects within the school is identified in some form in school documentation.</li> <li>• RSE is included in the school’s self-evaluation documentation and in the school development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective providers of RSE need to be enthusiastic about and committed to the provision of the subject and are supported to do so through appropriate high quality professional development.</li> <li>• Senior member of staff should ensure any findings from review or monitoring processes are written into the school’s development plan.</li> <li>• The school chaplain, teaching assistants and other appropriate members of staff could be involved in the delivery of RSE and this would enrich provision.</li> </ul>	

### 3. Professional Development

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. All staff delivering RSE are provided with appropriate professional development (PD).</li> <li>2. The school has an appropriate number of staff who regularly attend professional development in order to ensure a continuity in good quality provision.</li> <li>3. New staff are provided with RSE specific PD in induction sessions.</li> </ol>	<ul style="list-style-type: none"> <li>• Certificates or documentation to confirm attendance at courses e.g. Diocesan PD programmes, 'Delay', National PSHE Programme. See Links section of document for details of available courses.</li> <li>• Dates of PD sessions with short description and dated attended as evidence of ongoing training.</li> <li>• Log of contents of induction programmes for new members of staff, which make explicit where the RSE content will be covered.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference could be made to 'cluster' groups of schools engaging with each other, sharing ideas, resources etc.</li> <li>• Note there will be a relevant subject networks in existence in a school's authority area, e.g. in PSHE, RE, which often host CPD at a regional level.</li> <li>• Staff should feel 'safe' when dealing with sensitive issues and have the appropriate PD to ensure this.</li> </ul>	

#### 4. Developmental Teaching and Learning

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. Each class/group has a 'Group Agreement' in place in order to encourage honest and worthwhile debate and discussion. This agreement should reflect that issues around confidentiality have been discussed.</li> <li>2. School uses a framework for RSE which includes cross curricular provision e.g. RE, Science and which is jointly planned.</li> <li>3. Programmes of study and lesson plans are in place which are progressive and appropriate to the needs of the pupils/students.</li> <li>4. Pupils/students and parents have been involved in the development and content of the curriculum.</li> <li>5. The RSE sessions and lessons are part of the planned curriculum and feature in the school timetable.</li> <li>6. Programmes will make clear where the school works with partner agencies and</li> </ol>	<ul style="list-style-type: none"> <li>• Concrete evidence, e.g. feedback from pupils or photos which indicate that group agreements are in place and have been arrived at collaboratively.</li> <li>• Cross curricular links e.g. RE, Science identified in planning documentation.</li> <li>• Time table which shows where delivery of RSE lessons/sessions takes place in the planned curriculum.</li> <li>• Schemes of work for RSE.</li> <li>• Long term and short term planning documents which reflect opportunities for debate and allow for sensitive discussion and active learning.</li> <li>• Opportunities for partner agency involvement identified in planning and evidence recorded to show that they are aware of protocol for visitors.</li> <li>• Up to date and appropriate resources for all classes which include a variety of teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• For details of appropriate and relevant content which covers affective learning (emotional, physical, social, values, attitudes and skills) as well as content please see the CES Catholic RSE model curriculums.</li> </ul>	

<p>professionals in the delivery of RSE.</p> <ol style="list-style-type: none"> <li>7. The delivery is inclusive in terms of age, gender, sexual orientation, disability, ethnicity, culture, religion or belief or other life experience.</li> <li>8. The RSE provision covers the material prescribed by the CES Model Catholic RSE Curriculums for year of schooling.</li> <li>9. RSE is delivered with confidence and within a values context that recognises the fundamental goodness of human relationships and sexuality.</li> <li>10. Correct language and terminology is used and is incorporated into lessons and 'Group Agreements'.</li> <li>11. Sessions and lessons are delivered to mixed gender groups but opportunities are given for single gender group work, and for individual follow-up, where appropriate.</li> <li>12. The RSE curriculum takes into account other risk and resilience factors.</li> </ol>	<ul style="list-style-type: none"> <li>• Outcomes from consultations with pupils/students and parents.</li> </ul>		
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## 5. Assessment and Evaluation

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. The school implements appropriate assessment to show progression of learning.</li> <li>2. Assessment criteria are made clear to pupils.</li> <li>3. Through a variety of methods, the school evaluates the RSE provision to ensure it meets student needs.</li> <li>4. As a result of evaluation, school modifies plans if and as appropriate.</li> </ol>	<ul style="list-style-type: none"> <li>• Teachers' and Students' feedback</li> <li>• Record of work evaluation sheets</li> <li>• Evidence of progression in learning for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and evaluation are important in planning a comprehensive RSE curriculum to ensure progression, learning and development for each pupil/student.</li> <li>• Evidence could include, videos, photographs, drama.</li> <li>• Evidence could include photographs, displays, videos etc</li> </ul>	

## 6. Working with Parents and the Wider School Community

Criteria	Minimum Evidence Required	Notes	School Notes
<p>1. In the development of RSE provision, the following have been consulted:</p> <ul style="list-style-type: none"> <li>• Parents/carers</li> <li>• Governors</li> <li>• Staff</li> <li>• Students/ pupils</li> <li>• Partner agencies e.g. school nurse, diocesan education service</li> </ul> <p>2. The school works with partners/carers in a relationship of reciprocal learning, support and challenge to ensure that the needs of the children and young people are met.</p> <p>3. The school works collaboratively with the diocese and the LA to ensure that provision is coherent and appropriate to the school's context.</p>	<ul style="list-style-type: none"> <li>• Written evidence from those mentioned – dated notes from meetings.</li> <li>• Feedback from parents/students.</li> <li>• Courses/sessions provided for parents/carers</li> <li>• Evidence that parents/carers have been informed of the right to withdraw their children from any non-statutory aspects of RSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should support their parents/carers and recognise that they are the primary educators for their children when it comes to RSE.</li> <li>• The school could arrange 'Speakeasy' or similar courses or provides especially designed sessions based on their school curriculum.</li> <li>• Minimum evidence could come in the form of photos, notes from student focus groups, School Council, surveys, needs analysis.</li> <li>• 'Draw and Write' evidence would be informative. Student council or focus groups could also contribute.</li> </ul>	

## 7. Partnership Engagement

Criteria	Minimum Evidence Required	Notes	School Notes
<ol style="list-style-type: none"> <li>1. There is input from partner agencies e.g school nurse, relevant professional or vocational expert, charities and agencies.</li> <li>2. A written contract in place which is discussed with visitors which allows both parties to understand clear objectives and outcomes for the visit.</li> <li>3. Visitors and the class teacher plan session(s) for students together.</li> <li>4. Visitors are always with a classroom teacher when delivering sessions.</li> <li>5. Input from partner agencies e.g. school nurse, relevant professional or vocational expert, relevant charities and agencies.</li> <li>6. Visitors are aware of the schools safeguarding, confidentiality and other relevant policies</li> <li>7. There is 'sign posting' to partner agencies for pupils and parents/carers.</li> </ol>	<ul style="list-style-type: none"> <li>• A blank contract/completed contract or service level agreement.</li> <li>• Emails confirming details of external provide agencies.</li> <li>• Evidence of joint planning i.e. lesson/session plans.</li> <li>• School Safeguarding and Confidentiality policies easily available.</li> </ul>	<p>Use of 'Theatre in Education' performances and 'Health' drop down days are to be encouraged but as an addition to the curriculum <u>not</u> instead of it. Contributors should <u>enhance</u> the curriculum that is in place.</p>	



## Action Planning

Steps to take/ needed	Resources (materials, persons)	Timeline
1		
2		
3		
4		
5		
6		
7		