Relationships and Sex Education in Catholic Schools
Quality Standard

1. Policies

Criteria	Minimum Evidence Required	Notes	School Notes
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. 2. The school has an up to date RSE policy which takes into consideration appropriate statutory and non-statutory guidance. 3. The school has the following: • Safeguarding policy. • Confidentiality policy. • Equalities policy. • E-safety • Guidelines for outside visitors.	• RSE policy in place approved by governors. Guidance for developing a policy and an exemplar policy can be found on the CES website. • All relevant policies in place and approved by governors. • Policies reviewed and signed off by governors every 1-2 years • Minutes of Governing Body meetings where approval has taken place • Statement regarding approach to RSE included in school's prospectus. • Details of RSE curriculum are published on the school's/academy's web site.	• Some policies may be combined. • In evidence column on the right, please indicate where policies may be found. • Policies should be developed in consultation with parents/carers, young people and governors.	

2. Leadership and Management			
Criteria	**Minimum Evidence Required**	**Notes**	**School Notes**
1. There is a named and designated member of staff responsible for the organisation, co-ordination and provision of RSE. 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). 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 4. There are identified members of staff to provide delivery of RSE.	• 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. • 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. • RSE is included in the school's self-evaluation documentation and in the school development plan.	• 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. • Senior member of staff should ensure any findings from review or monitoring processes are written into the school's development plan. • The school chaplain, teaching assistants and other appropriate members of staff could be involved in the delivery of RSE and this would enrich provision.	

3. Professional Development			
Criteria	**Minimum Evidence Required**	**Notes**	**School Notes**
1. All staff delivering RSE are provided with appropriate professional development (PD). 2. The school has an appropriate number of staff who regularly attend professional development in order to ensure a continuity in good quality provision. 3. New staff are provided with RSE specific PD in induction sessions.	• 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. • Dates of PD sessions with short description and dated attended as evidence of ongoing training. • Log of contents of induction programmes for new members of staff, which make explicit where the RSE content will be covered.	• Reference could be made to 'cluster' groups of schools engaging with each other, sharing ideas, resources etc. • 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. • Staff should feel 'safe' when dealing with sensitive issues and have the appropriate PD to ensure this.	

4. Developmental Teaching and Learning

Criteria	Minimum Evidence Required	Notes	School Notes
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. 2. School uses a framework for RSE which includes cross curricular provision e.g. RE, Science and which is jointly planned. 3. Programmes of study and lesson plans are in place which are progressive and appropriate to the needs of the pupils/students. 4. Pupils/students and parents have been involved in the development and content of the curriculum. 5. The RSE sessions and lessons are part of the planned curriculum and feature in the school timetable. 6. Programmes will make clear where the school works with partner agencies and	• Concrete evidence, e.g. feedback from pupils or photos which indicate that group agreements are in place and have been arrived at collaboratively. • Cross curricular links e.g. RE, Science identified in planning documentation. • Time table which shows where delivery of RSE lessons/sessions takes place in the planned curriculum. • Schemes of work for RSE. • Long term and short term planning documents which reflect opportunities for debate and allow for sensitive discussion and active learning. • Opportunities for partner agency involvement identified in planning and evidence recorded to show that they are aware of protocol for visitors. • Up to date and appropriate resources for all classes which include a variety of teaching strategies.	• 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.	

professionals in the delivery of RSE. 7. The delivery is inclusive in terms of age, gender, sexual orientation, disability, ethnicity, culture, religion or belief or other life experience. 8. The RSE provision covers the material prescribed by the CES Model Catholic RSE Curriculums for year of schooling. 9. RSE is delivered with confidence and within a values context that recognises the fundamental goodness of human relationships and sexuality. 10. Correct language and terminology is used and is incorporated into lessons and 'Group Agreements'. 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. 12. The RSE curriculum takes into account other risk and resilience factors.	• Outcomes from consultations with pupils/students and parents.		

5. Assessment and Evaluation			
Criteria	**Minimum Evidence Required**	**Notes**	**School Notes**
1. The school implements appropriate assessment to show progression of learning. 2. Assessment criteria are made clear to pupils. 3. Through a variety of methods, the school evaluates the RSE provision to ensure it meets student needs. 4. As a result of evaluation, school modifies plans if and as appropriate.	• Teachers' and Students' feedback • Record of work evaluation sheets • Evidence of progression in learning for students.	• Assessment and evaluation are important in planning a comprehensive RSE curriculum to ensure progression, learning and development for each pupil/student. • Evidence could include, videos, photographs, drama. • Evidence could include photographs, displays, videos etc	

6. Working with Parents and the Wider School Community			
Criteria	**Minimum Evidence Required**	**Notes**	**School Notes**
1. In the development of RSE provision, the following have been consulted: • Parents/carers • Governors • Staff • Students/ pupils • Partner agencies e.g. school nurse, diocesan education service 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. 3. The school works collaboratively with the diocese and the LA to ensure that provision is coherent and appropriate to the school's context.	• Written evidence from those mentioned – dated notes from meetings. • Feedback from parents/students. • Courses/sessions provided for parents/carers • Evidence that parents/carers have been informed of the right to withdraw their children from any non-statutory aspects of RSE.	• Schools should support their parents/carers and recognise that they are the primary educators for their children when it comes to RSE. • The school could arrange 'Speakeasy' or similar courses or provides especially designed sessions based on their school curriculum. • Minimum evidence could come in the form of photos, notes from student focus groups, School Council, surveys, needs analysis. • 'Draw and Write' evidence would be informative. Student council or focus groups could also contribute.	

7. Partnership Engagement			
Criteria	**Minimum Evidence Required**	**Notes**	**School Notes**
1. There is input from partner agencies e.g school nurse, relevant professional or vocational expert, charities and agencies. 2. A written contract in place which is discussed with visitors which allows both parties to understand clear objectives and outcomes for the visit. 3. Visitors and the class teacher plan session(s) for students together. 4. Visitors are always with a classroom teacher when delivering sessions. 5. Input from partner agencies e.g. school nurse, relevant professional or vocational expert, relevant charities and agencies. 6. Visitors are aware of the schools safeguarding, confidentiality and other relevant policies 7. There is 'sign posting' to partner agencies for pupils and parents/carers.	• A blank contract/completed contract or service level agreement. • Emails confirming details of external provide agencies. • Evidence of joint planning i.e. lesson/session plans. • School Safeguarding and Confidentiality policies easily available.	Use of 'Theatre in Education' performances and 'Health' drop down days are to be encouraged but as an addition to the curriculum not instead of it. Contributors should enhance the curriculum that is in place.	

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