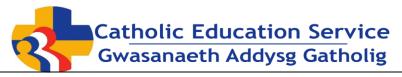


RSE in Catholic Schools Quality Standard					
	1. Pc	licies			
Criteria	Minimum Evidence Required	Notes	School Notes		
 The RSE policy is consistent with the Catholic mission and ethos statement of the school and in accordance with Catholic teaching. It includes an outline of provision. The school has an up to date RSE policy which takes into consideration appropriate statutory and non-statutory guidance. 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 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. 			



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Criteria	Minimum Evidence Required	Notes	School Notes
 There is a named and designated member of staff responsible for the organisation, co-ordination and provision of RSE. 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). There is a named and designated member of the Governing body with a responsibility to oversee policy, resources etc. as they relate to RSE 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. 	



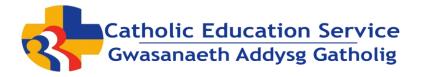
3. Professional Learning					
Criteria	Minimum Evidence Required	Notes	School Notes		
 All staff delivering RSE are provided with appropriate professional learning (PL). The school has an appropriate number of staff who regularly attend professional learning in order to ensure a continuity in good quality provision. New staff are provided with RSE specific PL in induction sessions. 	 Certificates or documentation to confirm attendance at courses e.g. Diocesan PL programmes, Consortia PL, National PSE Programme. See Links section of document for details of available courses. Dates of PL 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 PSE, RE, which often host CPD at a regional level. Staff should feel 'safe' when dealing with sensitive issues and have the appropriate PL to ensure this. 			



4. Developmental Teaching and Learning				
Criteria	Minimum Evidence Required	Notes	School Notes	
 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. School uses a framework for RSE which includes cross curricular provision e.g. RE, Science and which is jointly planned. Programmes of study and lesson plans are in place which are progressive and appropriate to the needs of the pupils/students. Pupils/students and parents have been involved in the development and content of the curriculum. The RSE sessions and lessons are part of the planned curriculum and feature in the school timetable. 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 	 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	 Outcomes from consultations 	
RSE.	with pupils/students and pa	
7. The delivery is inclusive in terms	rents.	
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.		
The RSE provision covers the		
<mark>mandatory content of the WG</mark>		
RSE Code.		
10. RSE is delivered with confidence		
and within a values context that		
recognises the fundamental		
goodness of human relationships		
and sexuality.		
11. Correct language and		
terminology is used and is		
incorporated into lessons and		
'Group Agreements'.		
12. 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.		
13. The RSE curriculum takes into		
account other risk and resilience		
factors.		



5. Assessment and Evaluation				
Criteria	Minimum Evidence Required	Notes	School Notes	
 The school implements appropriate assessment to show progression of learning. Assessment criteria are made clear to pupils. Through a variety of methods, the school evaluates the RSE provision to ensure it meets student needs. 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 		



Criteria	Minimum Evidence Required	Notes	School Notes
 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 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. 	 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 change in legislation regarding the right to withdraw their children from any 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. 	
3. The school works collaboratively with the diocese and the LA to ensure that provision is coherent and appropriate		 'Draw and Write' evidence would be informative. Student council or focus groups 	
to the school's context.		could also contribute.	



7. Partnership Engagement				
Criteria	Minimum Evidence Required	Notes	School Notes	
 There is input from partner agencies e.g school nurse, relevant professional or vocational expert, charities and agencies. A written contract in place which is discussed with visitors which allows both parties to understand clear objectives and outcomes for the visit. Visitors and the class teacher plan session(s) for students together. Visitors are always with a classroom teacher when delivering sessions. Input from partner agencies e.g. school nurse, relevant professional or vocational expert, relevant charities and agencies. Visitors are aware of the schools safeguarding, confidentiality and other relevant policies 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 <u>not</u> instead of it. Contributors should <u>enhance</u> the curriculum that is in place.		



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