



St Peter's RC High School

Policy Document: Relationships, Health and Sex Education

St Peter's School Mission Statement

With respect, optimism and kindness we, like Peter, follow in the footsteps of Jesus to build our school community.

We promote honesty, empathy and love for one another. Together we celebrate our faith, our diversity and our uniqueness in the eyes of God.

The skills developed at St Peter's will enable us to make a positive difference in the world.

In this policy the Governors and teachers of St Peter's R.C. High School, in partnership with pupils and their parents, explain their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Aims

- To acknowledge the true status of human beings and their infinite worth in the eyes of God, in line with the school's Mission Statement
- To support parents in their role as first educators of their children
- To educate and inform pupils about all aspects of Relationship, Health and Sex Education in the context of the teachings of the Catholic Church and with proper consideration of the pupils' age and maturity
- To give pupils opportunities to discuss a range of Relationship, Health and Sex Education issues, including LGBTQIA, and the confidence to seek information and advice as necessary
- To give pupils the information they require about the Catholic Church's teaching in order to make informed choices in an increasingly secular world
- To view Relationship and Sex Education as a developmental process which cannot be dissociated from the core belief that sexuality is good, God-given and intrinsically linked to human, personal and spiritual growth
- To respect confidentiality and comply fully with safeguarding procedures

Consultation

RHSE is an issue that affects the whole school community, therefore the following consultation process will take place:

- consultation with parents / carers
- review of RHSE curriculum content with staff and pupils
- consultation with wider school community
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the **Summer term 2024**

This policy will be reviewed every 2 years by the Principal, Deputy Principal, RHSE Co-ordinator, the Governing Body and staff. The next review date is **2026**.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents through the school's website and a copy is available in the school office.

Defining Relationships, Health and Sex Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. It is about the development of the pupil’s knowledge and understanding of her, him or them 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.

At St. Peter’s RHSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”²

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

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Statutory Curriculum Requirements

We are legally required to teach those aspects of RHSE which are statutory parts of National Curriculum Science. We are legally required to teach the new statutory RHSE curriculum but as a Catholic Academy we will take a particular religious perspective. At St Peter's, we will be using resources from Ten Ten Theatre which have been approved by the Catholic Education Service and the Diocese of Clifton.

However, the reasons for our inclusion of RHSE in our Catholic, Christian community go further.

Rationale

'I have come that you might have life and live it to the full' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian 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 human person and is presented in a positive framework of Christian ideals.

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. As a consequence 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. RHSE, therefore, will be placed firmly within the context of relationship 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 (and the Welsh Assembly Government) RHSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred 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 RHSE teaching 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, and with respect for fundamental British values.

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 the other's 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. The RHSE programme will be delivered in such a way that it does not preach but rather informs pupils, enabling them to reach their own conclusions, after thoughtful reflection.

Aim of RHSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHSE is an integral part of this education. Furthermore, at St. Peter's we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves.

We aim to support parents to provide children and young people with a "positive and prudent sexual education"³ which is rooted in a Catholic vision of education and the human person.

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 nature
- 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

³ *Gravissimum Educationis* 1

- managing emotions within relationships, as well as when relationships break down, with confidence, sensitivity and dignity
 - 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
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- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely
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- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

To know and understand:

- the Catholic Church's teaching on relationships and the nature and meaning of sexual love
- the Catholic Church's teaching on marriage and the importance of marriage and family life
- the centrality and importance of virtue in guiding human 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
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice

Outcomes

Inclusion and Differentiated Learning

We will ensure RSHE 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 that it is taught in a way that does not subject pupils to discrimination. The school will design the RSHE curriculum to be inclusive of all students. **Teachers are aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND. Teachers understand that they may need to liaise with the SENDCo**

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and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND. Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law. The school will take steps to foster healthy and respectful child-to-child communication and behaviour between all students, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. The RHSE policy and its delivery closely links to the school's aim for a secure environment outlined in the Safeguarding Policy, the emphasis on mutual respect in the Behaviour Policy and the positive acceptance of diversity stated in the Equality Policy.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all its 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.

Broad Content of RHSE

Three aspects of RHSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways through:

- the whole school / ethos
- cross-curricular work
- the relationships, health and sex curriculum.

Programme/Resources

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies may include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- active

- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Assessment of Pupil Awareness of RHSE

Pupils will be assessed in accordance with subject arrangements, notably in Science, RE and PSHE. We will be using the Ten Ten Theatre assessments to monitor the effectiveness of the programme which we will adapt as necessary.

Parents and carers

We recognise that parents and carers 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 will support parents and carers by providing an educational and community environment where young people can grow and mature.

In compliance with statutory regulations, parents and carers will be consulted before the teaching of any area of the RHSE programme which is not part of either the National Curriculum or the content of an examination course, in order that they can be prepared to talk and answer questions about their children's learning.

It is the right of the parent or carer to request that their child be excused from sex education within RHSE only. Parents and carers can request this in writing up to the third term before the pupil's 16th birthday. It is hoped that parents and carers will allow their child to participate in all aspects of sex education within the school. Any parental request to withdraw their child from a particular series of lessons should be handled sensitively and should be referred to the Principal.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Further details on the right to be excused from sex education (commonly referred to as the right to withdraw) can be found on page 17 of DfE guidance.

Balanced Curriculum

Whilst promoting Catholic values, virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHSE 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 RHSE (for example, 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 and Christian understanding. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lies with the Senior Vice Principal, those with responsibility for PSHE and the Head of R.E.

However, all staff will be involved in developing the attitudes and values aspect of the RHSE programme. They will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. They will also contribute to the development of pupils' personal and social skills.

External Visitors

St Peter's will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHSE. 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. Any visitor must adhere to our code of practice developed in line with Catholic Education Service guidance 'Checklist for External Speakers to Schools'⁴, and the Visitor Code of Conduct.

They will ensure that all teaching is rooted in Catholic principles and practice.

Other roles and responsibilities regarding RHSE

Governors

- draw up the RHSE 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 as well as with the ethos of the school and our Christian beliefs

⁴ CES Checklist for External Speakers to Schools, 2016

- 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 the setting of RHSE within PSHE

Principal

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

PSHE/RHSE Co-Ordinator

The PSHE/RHSE co-ordinator (with the Principal) has a general responsibility for supporting other members of staff in the implementation of this policy and will take a leading role in disseminating information relating to RHSE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

All Staff

RHSE is a whole school issue. All teachers at St. Peter's have a responsibility of care. As well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RHSE in accordance with the Catholic ethos of the school. Appropriate training will be given for staff teaching RHSE, and all staff should be aware of the policy and how it relates to them.

Relationship to other policies and curriculum subjects

The RHSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents.

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order 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.

Learning about RHSE in PSHE classes will link to/complement learning in those areas identified in the RHSE audit.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RHSE 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.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RHSE. These may be a matter 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. The governors believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RHSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

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 hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting children and young people who are at risk

Children need to feel safe and secure in the environment in which RHSE takes place. Effective RHSE will provide opportunities for discussion of what 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 RHSE lessons 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 Christian 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, in accordance with the Safeguarding policy. Teachers will explain that in such circumstances they have to inform others, e.g. parents, Principal, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RHSE Co-ordinator will monitor provision by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated biannually 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.

Please refer to the school's child protection/safeguarding policies for guidance on any safeguarding/child protection issues that this policy may highlight. The school's child protection/safeguarding policies can be found on the school's website. The Gloucestershire Safeguarding Children's Board policy can be found at www.gscb.org.uk

Key to Abbreviations

RHSE: Relationships, Health and Sex Education

PSHE: Personal, Social and Health Education

LGBTQIA: Initialism for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Agender

DfE: Department for Education

Appendix 1 The Structure of the Curriculum

There are three core themes in the curriculum, within which there will be a broad overlap. It is adaptable to the age and ability of all students.

- **Created and loved by God** explores the individual. It focuses on the Christian imperative to love self, the fact that we are all made in the image and likeness of God, showing an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** explores the individual's relationship with others. It focuses on the fact that God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community, local, national and global** explores the individual's relationship with the wider world. It focuses on human beings being relational by nature and life in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Family life and sex education in the school will be delivered within specific subject areas. Where controversial issues are considered, there will be the opportunity to reflect not only on the biological and sociological facts but also the moral context and such issues will be considered in the light of Christian teaching. This will be the case for the following specifically:

Ethical issues: pupils will be taught the Catholic views on the issue and will also be given the opportunity to discuss all views in an appropriate manner e.g. stem cell research, cloning, genetic engineering.

Homosexuality: when the issue is explored it will be considered in the context of the Church's teaching on human sexuality. The aim will also be to promote tolerance and counter prejudice.

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Contraception: pupils will be presented with the Church’s teaching. They will also have the opportunity to discuss and consider a variety of opinions on the topic.

Abortion: pupils will consider the religious and humanitarian objections to abortion as well as the counter- arguments.

Ten Ten Theatre overview: Life to the Full

	RE, PSHE or Tutor Time							Whole Year
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Cinema Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10 & 11*	Authentic Freedom	Self-Image	Values, Attitudes & Beliefs	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies Y10 Truth & Lies Y11

*Due to Covid-19, filming of the resources for Year 10 and Year 11 have been merged. Therefore, all Year 10 and 11 should undertake the same programme in 2020/21. This is a brand new set of resources launching in September 2020, so no students will be repeating any of the content provided. A separate programme for Year 11 will be available from September 2021.

YEAR 7 OVERVIEW

Core Theme	Year 7 Session title	Description
Religious Understanding	My Body	The core idea of Religious Understanding taught at the outset of this module is that we are created as one whole person, both body and soul. Students will understand that part of loving and accepting themselves in the way that God sees, loves and respects them is to see, love and respect their body as a given aspect of who they are. Students will know that their uniqueness, value and dignity derive from God and subsequently recognise the respect they should have for themselves as persons.
My Body	Changing Bodies	Building on Religious Understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene and understand that there are different body shapes, sizes and personal attributes.
Emotional Well-Being	Healthy Inside and Out	In this session, students identify what contributes to self-confidence and self-esteem. Building on the previous exploration of body shapes and sizes, they will explore the effect of body image on self-esteem and learn techniques to help them increase self-confidence and self-esteem.
Life Cycles	Where We Come From	Rooted in the Religious Understanding that we are both body and soul, enables students to understand sexual intercourse within a scientific, moral and religious context. This leads students to a richer understanding of human reproduction including fertility and the menstrual cycle.
Personal Relationships	Family and Friends	In this session, students will learn the features of positive and stable relationships between family and friends. They will reflect on different families, explore how to deal with conflict, consider appropriate and inappropriate behaviour with families and friends and understand the qualities of friendship versus popularity.

Keeping Safe	My Life on Screen	Rooted in RE teaching about our bodies, students will explore what it means to have an 'online body' or identity and whether this differs from their core identity. Students will recognise that they are responsible for their online behaviour and how to inform their conscience. NB This lesson should be taught in addition to a wider online safety curriculum and not replace it.
Wider world	Living Responsibly	This session builds on learning in previous sessions about appropriate and inappropriate behaviour within our local, national and global community. It explores social responsibility and active part of these communities.

YEAR 8 OVERVIEW

Core Theme	Year 8 Session title	Description
Religious Understanding	Created and Chosen	This foundational RE lesson helps students to develop an appreciation that their deepest identity is in God, as people created, chosen and loved by God. Students will learn that science proves their uniqueness and they will celebrate the uniqueness of their God-given body, nature, gifts and talents.
My Body	Deepest Identity	Building on the core teaching in the Religious Understanding session about our deepest identity being in God, students will learn about some of the ways people may choose to articulate their identity, including gender and sexual identity. They will learn that media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual.
Emotional Well-Being	What do I do with these feelings?	This session explores sexual attraction and sensual pleasure and helps students to understand these feelings within the context of our deepest identity being rooted in God. This leads to an exploration of all kinds of pressure, spoken and unspoken, positive and negative, from the self and others. Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.
Life Cycles	Before I was Born	Building on the teaching that we were created and chosen by God, students will learn about the stages of life from conception to birth, will engage in discussion about the moment of conception and explore views about when life begins. Students will also learn about the negative impact of substance use on both male and female fertility.
Personal Relationships	When relationships get tough	Students will learn how to care for and love another regardless of difference. This includes an understanding of the 'perfect characteristics' such as disability, gender, reassignment, race, religion, sex, sexual orientation etc. Students will be taught how to recognise and resist bullying, coercive or controlling behaviour, and consider who they can talk to about difficult relationships or issues.

Keeping Safe	Think Before You Share	In this session students will explore the legal, moral, social and personal impact of sharing images of a sexual nature. Building on the previous sessions about their God-given identity, students will understand that not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation. NB This lesson should be taught in addition to a wider online safety curriculum not replace it.
Wider world	Living in a Unique World	Exploring the issue of prejudice, students will recognise that we are called by God to love and respect one another, seeing in the other person a son or daughter of God and that a person has a value and dignity that far surpasses their culture, race, religion, sexual orientation, choices and attitudes.

YEAR 9 OVERVIEW

Core Theme	Year 9 Session title	Description
Religious Understanding	The Search for Love	This RE lesson begins the Year 9 module by exploring the search for love that is part of human nature. Students explore the notion that our search for love is not ultimately satisfied by another human being, however wonderful this may be; that human love is a sign of the 'greater love' of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human that should be delayed until marriage.
My Body	In Control of My Body	Building on teaching in RE about sexual intimacy, this session explores key issues regarding physical intimacy. How far is too far? Pressure to perform or look a certain way. Bodily autonomy, respecting self and others. Students will consider how to take care of their bodies in a variety of different ways.
Emotional Well-Being	In Control of My Choices	This session helps students to understand the importance and benefits of delaying sexual intimacy. It explores sexual experimentation, virginity, the difference between love and lust, and dealing with shame and regret. Students will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices.
Life Cycles	Fertility and Contraception	Students will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will be taught the Church's teaching on contraception and the value of life and will learn the specific ways in which the contraceptive pill functions, its drawbacks and its potential to act as an abortifacient.
Personal Relationships	Marriage	In this session, students will be given an opportunity to consider future plans for their own relationships and be taught the virtue of being kind to themselves. Discussion around various types of committed relationships (e.g. civil marriage, civil partnerships, forced marriage, monogamy, etc) will lead to teaching about the nature and importance of sacramental Christian marriage.

Keeping Safe	One Hundred Percent	In this lesson, students will be taught that they have autonomy and the right to protect their body from inappropriate and unwanted contact. They will be taught the law in relation to consent and learn that consent given under pressure or coercion is not true consent. This leads to exploration of sexual exploitation, consent online and grooming.
Wider world	Knowing my Rights and Responsibilities	This session takes a global view, enabling students to explore wider human rights and responsibilities including immunisation, vaccines, the right to be harmed and freedom from coercion. This session also explores tensions between human rights, English law, and cultural and religious expectations.

YEAR 10 OVERVIEW

Core Theme	Year 10 Session title	Description
Religious Understanding	Authentic Freedom	The faith foundation at the start of this module enables students to understand more fully the virtue of chastity and how training in self-control can lead to authentic freedom. Students will develop their appreciation of sensual pleasure as a gift from God and know that giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.
My Body	Body Image	Building on what gives us authentic freedom, this session explores what might inhibit this freedom, particularly in relation to our physical bodies. This session enables students to challenge the notion of 'idealised' bodies in the broadcast media and on social media. The session explores notions of 'dignity' and 'modesty' in relation to the body.
Emotional Well-Being	Values, Attributes and Beliefs	In this session, students take time to ascertain their own core values and beliefs, and also consider when it is appropriate to re-evaluate such attitudes and beliefs. They will learn how to develop respect for themselves and others, regardless of difference and learn strategies for building self-esteem and self-confidence in healthy ways.
Life Cycles	Pregnancy and Abortion	This session begins with a return to the teaching from Year 8 about the stages of life from conception to birth. Students will then explore the consequences of an unintended pregnancy and learn where they can get support and help. They will also learn about the current legal position on abortion, the risks associated with it, and understand the Church's teaching about abortion.
Personal Relationships	Parenthood: Ready or not?	Building on the previous session about pregnancy, students will learn about the legal responsibilities of parenthood, the role of marriage as the basis for family life and its importance in bringing up children. Students will explore the difference between sacramental marriage, civil marriage, civil partnership and other long-term relationships, and they will consider the impact of divorce and separation on children.

Keeping Safe	Exploitation	In this session, students learn about physical, emotional, domestic abuse and neglect. By focusing on the testimonies of fictional characters, the sessions explore danger signs in friendship, consent, pornography, masturbation, and inappropriate online content. Students will identify safe people and places, and they will be taught strategies for dealing with exploitation.
Wider world	Moral Questions	Students will consider justice and discrimination and will be challenged to make discerning judgements on matters regarding religion, gender, sexuality, euthanasia, consent, bodily autonomy, FGM etc.

YEAR 11 OVERVIEW

Core Theme	Year 11 Session title	Description
Religious Understanding	Respect	In this foundational session, students will explore the deeper meaning of 'respect': to see the whole person. They will learn about personhood and the innate dignity that comes with being a human created by God. Students will learn that God loves us and wants the best for us and yet respects our freedom. Students will develop a deeper awareness of how to form one's own conscience.
My Body	Keeping Well... on the Outside	This session explores physical health at a stage appropriate for Year 11, including factual information about testicular and breast self-examination, as well as attending smear and prostate checks. Students will examine the importance of fitness for physical and emotional well-being, nutrition, self-discipline, moderation and the effect of drugs and alcohol on the body and mind.
Emotional Well-Being	Keeping Well.... On the Inside	Building on the previous session, students will learn about strategies for maintaining positive mental health and wellbeing, and they will explore what happens when things go wrong including the negative effects of pressure, stress, anxiety, self-harm and suicidal thoughts. Students will learn how to develop resilience through gratitude.
Life Cycles	Family Time	Building on the KS3 teaching, this session helps students to develop a deeper appreciation of the gift of fertility. Here, students will be taught about 'Natural Family Planning' and how this differs from other forms of contraceptive and abstinence. Students will also learn that fertility levels can vary in different people such as because of sexually transmitted diseases and with age.
Personal Relationships	Can't stop the Feeling	Exploring the topic of sexual desire, students will develop a deeper understanding of how to cultivate healthy relationships and they will learn from other's experience of abstinence, marriage and commitment. The session also covers consent, pornography, unwanted attention, respect and tolerance.

Keeping Safe	Sexual Health	Students will learn about how STI's and HIV/AIDS are transmitted and how to avoid them, where to seek medical or impartial advice, and the legal and emotional effects of rape for both victim and perpetrator, including gender double standards and victim-blaming.
Wider world	It's a Hard World	Students will develop a richer understanding of Catholic Social Teaching of the human person: solidarity, care for God's creation, call to family, community and participation, looking after the poor and vulnerable, rights and responsibilities, and the dignity of work and the rights of workers. Time-permitting, topics will also include homophobia, transphobia, racism, misogyny, radicalisation, FGM, honour-based violence and trafficking.