



Relationships & Sex Education (RSE)

St Richard Reynolds Catholic College (High School)

Policy: Relationships and Sex Education (RSE)

Date of publication: October 2020 (r. Feb 2021)

Date of approval by Governing Body: 25th February 2021

Date of next review: July 2021

1. Policy Development and Consultation:

In this policy the governors and teachers, in partnership with students and their parents/carers, set out their intentions about Relationships & Sex Education (RSE). We set out our rationale for, and approach to Relationships & Sex Education in the School.

1.2: Consultation will take place with the following groups:

- Student focus groups / High School Parliament
- Parents / carers
- Review of RSE curriculum content with staff and students
- School governors

1.3: Implementation and Review of Policy

Implementation of the policy will take place after consultation with the governors in the autumn term 2020. This policy will be reviewed every year by the Principal, RSE Co-ordinator, the Governing Body and staff. The next review date is July 2021.

1.4: Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Details of the content of the RSE curriculum and policy will also be published on the College website.

2: Introduction:

“God is love, and a person who lives in love, lives in God and God lives in them”. 1 John 4:16

St Richard Reynolds is a Catholic Community rooted in the love of Christ. Our RSE curriculum will reflect and support the development of the school ethos and Mission Statement :

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are loved, listened to, challenged and inspired.

This policy is based on a number of key national and local documents including:

- Keeping Children Safe in Education (DfE, 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)

This policy should be read and understood with reference to other College policies including:

- Safeguarding & Child Protection Policy
- College Mission Statement
- Online Safety Policy

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. All parents/carers and teachers are called to develop the whole person: physically, intellectually, emotionally, psychologically, aesthetically, sexually, morally, spiritually and religiously. Relationships & Sex Education is an integral part of this development of the whole person. As Catholics we see all these areas as graced by God and leading to God. We also believe that our Catholic tradition provides us with key insights into God's plan for the fulfilment of each person.

2.2: Definition of Relationship & Sex Education:

The DfE guidance defines RSE as: "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health." (Sex and Relationship Education Guidance, DfE, 2000). It is about the development of a student's knowledge and understanding of themselves as a sexual being, about what it means to be fully human, about being called to live in right relationships with oneself and others and about being enabled to make moral decisions in conscience. Relationships & Sex Education provided in this College will incorporate through its aims, objectives, content, and teaching, the three main elements of RSE – "attitudes and values, personal and social skills, knowledge and understanding" (Sex and Relationship Education Guidance, DfE, 2000) within a Catholic context.

3: Rationale:

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. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. RSE will be taught as its own discrete subject and 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 students.

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 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 students have a fundamental right to have their life respected regardless of their own sexuality or their family situation. It will also prepare students for life in modern Britain.

4: Statutory requirements:

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a requirement to teach about HIV, AIDS and sexually transmitted infections. However, the reasons for our inclusion of RSE go further.

5: Aims and Objectives:

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

The aims and objectives of the RSE programme are:

- to promote and develop attitudes and values which are truly Gospel inspired, such as love, truth, honesty, justice, respect for the dignity of every human being, integrity, mercy, compassion, reconciliation and freedom;
- to provide an accurate knowledge and understanding about sexuality and relationships in the light of Catholic teaching which is appropriate to the age, gender, ethnicity and ability of the student;
- to develop personal and social skills, including but not limited to, the ability to make sound judgements, to form friendships and loving, stable relationships, to manage emotions and conflicts within relationships, developing self-esteem and confidence and building resilience;
- to recognise and value their own sexual identity and that of others;
- to empower students to keep themselves safe from harm and to protect themselves from exploitation;
- to take responsibility for their own actions and to have a recognition of the impact of these on others;
- to enable students to discern and make choices in the light of the teaching of the Catholic Church.

6: Our RSE objectives will be achieved through partnership with:

6.1: Parents/carers:

We recognise parents/carers as the first educators of their children and seek to support, and not replace them in this situation. Support, understanding and advice will be offered to parents/carers to deal with sensitive issues they may need to address.

- a) The School will provide in advance, information to parents/carers and opportunities for consultation and involvement in the Relationships & Sex Education programme. Parents/carers will also be able to view examples of resources used in the delivery of the RSE programme. Parents/carers can therefore be prepared to talk and answer questions about their children's learning.
- b) Parents/carers do not have the right to withdraw their children from Relationships Education. Parents/carers have the right to withdraw their child from some or all of Sex Education programme, except those elements which are required by the National Curriculum science orders, up to and until three terms before the child turns 16. The School sees Relationships & Sex Education as an integral part of the religious dimension of School life and asks parents/carers who wish to withdraw their child from the programme to discuss their intention, in the first instance, with the Principal or the delegated senior leader. Parents/carers must inform the School, in writing, in advance if they intend to withdraw their child, so that alternative and appropriate supervision can be provided.
- c) Parents'/carers' concerns or objections to the content or delivery of the RSE programme should be addressed in the first instance to the delegated senior leader. Should this fail to resolve the matter, then the School's complaints procedure should be followed.

6.2: Diocese:

This Catholic School is part of a family of schools and parishes, and is established in order that the education of the children in this School can be taught as an integral part of the Catholic Faith.

It is part of the duty of the Bishop under the Law of the Church (*Can. 796-806*) to watch over and inspect the Catholic schools in his area and with the Trustees of the Diocese to ensure that the formation and education provided in such schools are based on the principles of Catholic doctrine.

6.3: Governors:

The Foundation governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school.

- a) The governors of this Catholic School acknowledge and intend to promote the consistent teaching of the Catholic Church in the fulfilment of their ecclesial and statutory duties, for the benefit of the children in their care.
- b) The governors will agree the RSE policy, in consultation with parents/carers and teachers.
- c) Governors will ensure that the policy is available to parents/carers.
- d) They recognise that parents/carers have the primary responsibility for the education of their children, and that parents have special rights and duties over education in personal relationships, including the right to withdraw their child from the sex education delivered as part of statutory RSE. Governors will ensure that parents know of their right to withdraw their children.
- e) They will ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the School and our Christian beliefs.
- f) Governors will ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.
- g) The governing body will ensure that the programme and resources are suitably monitored and evaluated, through establishing a link governor.

The governors intend to ensure compliance with statutory requirements.

6.4: Principal and delegated responsibility:

The Principal has overall responsibility for implementing this policy, the Relationships & Sex Education programme and its integration into the School's curriculum and Catholic life.

- a) The Principal or delegated senior person will ensure that any discussion or treatment of sexuality in the School curriculum is consistent with Catholic teaching. They will assist colleagues in acquiring and presenting up-to-date knowledge of the vision and teaching of the Catholic Church in this field.
- b) The Principal or delegated senior person will provide parents with full information about the proposed Relationships & Sex Education programme before it is initiated, in order that parents can be prepared to talk and answer questions about their children's learning. Opportunities for consultation and involvement will also be offered.

6.5: Staff:

- a) All teachers have a responsibility of care; to both foster academic progress and actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. Teachers and all those contributing to the RSE programme, are expected to work in accordance with the Catholic ethos of the School.
- b) Appropriate development and training will be undertaken. It will accord fully with the teaching of the Catholic Church and take into account current statutory requirements.
- c) Teachers will develop, plan, resource and review Schemes of Learning to teach Relationships & Sex Education.

6.6: Outside speakers and agencies:

Our School may, on occasion, call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE.

- a) Outside speakers and agencies who may deliver Relationships & Sex Education will, under the supervision of an appropriately trained member of School staff, do so within the principles and guidelines of this policy with particular concern for the primary role of parents/carers in this area.
- b) The involvement of the School Nurse will be set within the context of this policy.

7: Entitlement and Equal Opportunities:

We will ensure RSE is sensitive to the different needs of individual students in respect to students' different abilities, levels of maturity and personal circumstances (for example their own sexual orientation, faith or culture) and will ensure the programme is taught in a way that does not subject

students to discrimination. We recognise that there are some students who may require particular support because of their individual learning needs or disabilities or who have social and communication difficulties. Where necessary, learning and teaching methods will be differentiated. We shall ensure that children with special educational needs are not, at any point, withdrawn from education in relationships and sex because of lack of resources and training or in order to catch up on other subjects.

8: Organisation of Relationships & Sex Education:

In our High School, the three aspects of RSE (attitudes and values, knowledge and understanding, and personal and social skills) will be provided in three interrelated ways: through the whole School ethos, through a range of cross-curricular lessons and through a specific RSE programme within the PSHE curriculum. Learning about RSE in PSHE lessons will link to and complement learning in those areas identified in the RSE audit across the whole curriculum. At Key Stage 3 & 4, Relationships & Sex Education is delivered in three main curriculum areas: RE, PSHE and Science. At Key Stage 5, Relationships & Sex Education is delivered through the Sixth Form Shape and Tutor programmes.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health. The Learning Objectives for each lesson are developed from the Catholic Education Service model secondary RSE curriculum. (see Appendix 2). Overall coordination of the programme is the responsibility of the delegated senior leader for RSE and, in each area, the Subject Leader is responsible for the delivery, monitoring and evaluation of their part of the curriculum. The whole programme is reviewed on an annual basis, including the effectiveness of resources and the need for further staff training.

9: Learning & Teaching Styles:

Lessons will always be planned in the context of Catholic teaching, while at the same time delivering a balanced programme that offers a range of viewpoints on issues. Across the School, we will be following a curriculum programme called “Life to the Full” which is provided by Ten Ten. Ten Ten have been engaged by the Catholic Education Service and the Bishops’ Conference of England & Wales to develop and deliver RSE resources and training for Catholic schools. This curriculum programme provides a fully-resourced, creative, media-rich scheme of work in Relationships Education and RSE that meets new statutory guidelines and has its foundation in a Christian vision of human sexuality. At Key Stage 5, the RSE curriculum will be planned and resourced in-house by our teachers, and will be an extension of the programme taught in previous key stages. Students will have access to the learning they need to stay safe, healthy and understand their rights as individuals.

9.1: Teachers will ensure that lessons are:

Catholic: all RSE will be rooted in our Catholic faith and values;

Positive: our sexuality is a gift from God and our lessons will help students feel positive about themselves;

Joyful: teachers will aim to be relaxed and confident in lessons so that students feel able to learn;

Age appropriate: there are differing stages of development and young students will require different guidance to older ones;

Moral: teachers will present moral reasons based on Natural Law for Catholic principles, rather than solely religious ones. All students deserve clear moral guidance: correct use of our sexuality should not be seen as “just for Catholics”. We will seek to build student capacity for moral judgement (conscience) and taking responsibility for their actions;

Factually accurate: students will be informed, as appropriate to their age, about things such as STIs, HIV/Aids, FGM, contraception, abortion, celibacy and the damaging effects of pornography, so that they are able to make wise decisions;

Acts of Witness: in communicating a Christian message of love, teachers will always model Christ’s love for and value of young people. In particular, teachers will not judge students or their families.

9.2: Students' questions:

We want to promote a healthy, positive atmosphere in which RSE can take place. Students will be encouraged to ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from others.

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 students, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. We believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases it may be inappropriate for the teacher to respond to a specific question during ordinary class time, and the student may be referred to his/her parents or a member of the pastoral team as appropriate. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school. The use of ground rules, agreed between teachers and students, will help to create a supportive climate for discussion.

9.3: The following **ground rules** will be used in all RSE lessons.

- a) We are dealing with areas that concern us all, which are serious matters and need mature discussion. We will use respectful language at all times.
- b) We are never talking about any person or family in the class. If an example we discuss happens to fit one person, it is pure coincidence. We never ask or answer personal questions.
- c) We will not discuss what the class says with other students. We may discuss areas with our parents/carers or form tutor.
- d) We will ask questions in a respectful way, using a question box if this is appropriate, or speaking to our form tutors or pastoral leaders if we are worried about anything.

A range of teaching methods may be used, including question boxes, role play, group work, worksheets, paired discussion, class discussion, brainstorming, films and video clips, case studies, reflection, quizzes and games.

10: Assessment, Recording & Reporting:

Each unit of the teaching delivered through the PSHE programme has an assessment associated with it, as it is important to demonstrate that learning has taken place and to evaluate students' understanding of that learning. There will be an assessment before each unit to establish students' prior knowledge and after each unit of work to assess the progress students have made. Formative assessment will also be used in PSHE, as well as in RE and Science. Some elements of Relationships & Sex Education may be included in GCSE examinations.

11: Confidentiality and Safeguarding:

Students will be encouraged to talk to their parents/carers about the issues discussed in the programme. Teachers will always help students facing personal difficulties, in line with the School's pastoral care system. Teachers and other members of staff cannot promise complete confidentiality. Disclosures by students and young people to members of staff that indicate that they are being abused, or are at some risk of abuse, or matters which are illegal, will be referred by those members of staff to the person responsible for safeguarding in the School. The School will always follow local authority procedures when dealing with safeguarding and child protection issues. This policy should be read in conjunction with the School Safeguarding & Child Protection Policy.

12: Arrangements for Monitoring & Evaluating Effectiveness:

The programme will be monitored by the delegated senior leader for RSE through a combination of things such as learning walks, reviewing schemes of work, student work scrutinies, student voice, student questionnaires, comments from parents/carers, teacher evaluations and feedback from diocesan advisors. The results of the evaluation will be reported to 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.

13: Policy Consultation & Review:

Implementation of this policy will take place following consultation with governors, staff, parents/carers and students in the Autumn term 2020. The draft policy will be circulated amongst the Governing Body, staff and parents/carers and feedback will be invited.

Consultation on the policy and RSE programme will take place in various forms, including:

- mapping of the RSE objectives across the School curriculum
- feedback from staff, via questionnaires and time in staff meetings, on the RSE curriculum content
- consultation with governors
- consultation with parents/carers via questionnaires
- student voice to investigate what exactly students want from their RSE

Details of the final policy and content of the RSE programme will subsequently be made available on the School website and will be signposted for staff and parents/carers to view.

The policy will be reviewed annually by the Curriculum Committee.

Appendix 1: Curriculum map

Relationships & Sex Education curriculum map

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Main theme	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 Wellbeing	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema 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 & responsibilities	Love, honour, cherish		
Year 10	Authentic freedom	Self-image	Values, attitudes & beliefs	Parenthood (personal relationships)	Pregnancy & abortion	Abuse	Solidarity	Babies		
Year 11	Authentic freedom	Self-image	Values, attitudes & beliefs	Parenthood (personal relationships)	Pregnancy & abortion	Abuse	Solidarity	Truth & lies		
Year 12 & 13	Consent		Safe sex		Positive relationships		Gendered society		Communicating feelings	

Appendix 2: Learning Objectives

By the end of secondary school students should know:

Theme 1: Created and Loved by God

	KS3	KS4&5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>3.1.1.2. Appreciative for blessings</p> <p>3.1.1.3. Grateful to others and to God</p> <p>3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>3.1.1.5. Discerning in their decision making</p> <p>3.1.1.6. Determined and resilient in the face of difficulty</p> <p>3.1.1.7. Courageous in the face of new situations and in facing their fears</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity</p> <p>4.1.1.2. Appreciative of blessings</p> <p>4.1.1.3. Grateful to others and to God</p> <p>4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships</p> <p>4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement</p> <p>4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure</p> <p>4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different</p>
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage</p> <p>3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility</p> <p>3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <p>3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</p> <p>3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience</p>	<p>Pupils should be taught:</p> <p>4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure</p> <p>4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation</p> <p>4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3</p> <p>4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3</p> <p>4.1.2.5. 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.</p> <p>4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands</p>
Emotional well-being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>3.1.4.1. How to develop self-confidence and self-esteem</p> <p>3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships</p> <p>3.1.4.3. The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform</p> <p>3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation</p> <p>Attitudes</p> <p>3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others</p> <p>4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage</p> <p>4.1.4.3. Strategies for managing mental health and emotional well-being</p> <p>4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>Attitudes</p> <p>4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>
Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>3.1.3.1. To recognise their personal strengths</p> <p>3.1.3.2. To distinguish 'needs' from 'wants'</p> <p>3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate</p> <p>My body</p> <p>3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality</p> <p>3.1.3.5. There are many different body shapes, sizes and physical attributes</p> <p>3.1.3.6. 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</p> <p>My Health</p> <p>3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>4.1.3.1. To evaluate their own personal strengths and areas for development</p> <p>4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives</p> <p>My body</p> <p>4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes</p> <p>4.1.3.4. The health risks and issues related to this, including cosmetic procedures</p> <p>My health</p> <p>4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)</p>

Life cycles and fertility	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p>Fertility</p> <p>3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation</p> <p>3.1.5.5. The negative impact of substance use on both male and female fertility</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external</p> <p>4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p>4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth</p> <p>Fertility</p> <p>4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause).</p> <p>4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility</p>
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Theme 2: Created to love others

	KS3	KS4&5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.2.1.1. Loyal, able to develop and sustain friendships</p> <p>3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5. Courteous in their dealings with friends and strangers</p> <p>3.2.1.6. Honest, committed to living truthfully and with integrity</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible</p> <p>4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context</p> <p>4.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity</p> <p>4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness</p> <p>4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts</p> <p>4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication</p>
Religious understanding of human relationships: loving others	<p>Pupils should be taught:</p> <p>3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church</p> <p>3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children</p> <p>3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love</p> <p>3.2.2.4. How to express love and care for others through acts of charity</p> <p>3.2.2.5. How to discuss religious faith and personal beliefs with others</p> <p>3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</p>	<p>Pupils should be taught:</p> <p>4.2.2.1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity</p> <p>4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life</p> <p>4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving</p> <p>4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes</p> <p>4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect</p> <p>4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship</p> <p>4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion</p>

<p>Personal Relationships</p>	<p>Pupils should be taught:</p> <p>3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</p> <p>3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.</p> <p>3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</p> <p>3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child</p> <p>3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.</p> <p>3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life</p> <p>3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>	<p>Pupils should be taught:</p> <p>4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>4.2.3.3. To manage changes in personal relationships including the ending of relationships</p> <p>4.2.3.4. About harassment and how to manage this</p> <p>4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond</p> <p>4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</p> <p>4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)</p> <p>4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances</p> <p>4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>
<p>Keeping safe and people who can help me</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help</p> <p>3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'</p> <p>3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.</p> <p>3.2.4.5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images</p> <p>3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</p> <p>3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions</p> <p>People who can help me</p> <p>3.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</p> <p>4.2.4.2. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' rights, to give, not give or withdraw consent</p> <p>4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships</p> <p>4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming</p> <p>4.2.4.5. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available.</p> <p>4.2.4.6. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it</p> <p>People who can help me</p> <p>4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</p> <p>4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people</p> <p>4.2.4.9. Where and how to obtain sexual health information, advice and support</p> <p>4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy</p>

Theme 3: Created to live in community (local, national and global)

	KS3	KS4&5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p> <p>4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life</p> <p>4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>3.3.2.1. To discuss moral questions in a balanced and well informed way</p> <p>3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all</p>	<p>Pupils should be taught:</p> <p>4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas</p> <p>4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation</p>
Living in the wider world	<p>Pupils should be taught:</p> <p>3.3.3.1. The purpose and importance of immunisation and vaccination</p> <p>3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence</p> <p>3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.</p> <p>3.3.3.4. They have responsibilities towards their local, global and national community and creation</p> <p>3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others</p> <p>3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so</p> <p>3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice</p> <p>3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices</p> <p>3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)</p>	<p>Pupils should be taught:</p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why</p> <p>4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>