



RELATIONSHIPS AND SEX EDUCATION POLICY

Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Ratified by the full governing body: 15 October 2022
Due for review: October 2024

SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with students and their parents, set out their intentions about relationships and sex education (which also includes health education and referred to as RHE within the primary phase and RSHE within the secondary phase). We set out our rationale for, and approach to relationships and sex education and health education in the school.

CONSULTATION

This policy has been produced based upon the CES model policy for Relationships and Sex Education 2016 (revised 2020). It has also been produced in consultation with:

- Parents
- Staff
- School governors

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy took place after consultation with the Governors in the summer term 2020. This policy will be reviewed every 2 years by the Headteacher, Deputy Headteacher, PSHE/RSE Co-ordinators, the Governing Body and Staff. The next review date is June 2024.

DISSEMINATION

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RHE primary curriculum and the RSHE secondary curriculum will also be published on the school's website.

DEFINING RELATIONSHIP 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 student's knowledge and understanding of her or him 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. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSHE 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."

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE and Health Education which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies). However, the reasons for our inclusion of RHE/RSHE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE 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 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. RHE/RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers¹

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RHE/RSHE 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 RHE/RSHE 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 whatever household they come from. It will also prepare students for life in modern Britain.

VALUES AND VIRTUES

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 the God's call to love others with a proper respect for their 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.

AIM OF RSE 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 RHE/RSHE is an integral part of this education.

Furthermore, our school aims state that we will endeavour to raise students' 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: In partnership with parents, to provide children and young people with a "positive and prudent sexual education"² which is compatible with their physical, cognitive, psychological, and spiritual maturity, and 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 natures
- 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
- managing emotions within relationships, and 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
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love
- the 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

² Gravissimum Educationis

- 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 RHE and RSHE 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 is taught in a way that does not subject students to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including child-on-child and cyber-bullying), use of prejudice-based language and how to respond and ask for help. This teaching is important in supporting the implementation of the school's Equalities 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 of the students, 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 RSE

Three aspects of RHE/RSHE – attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

PROGRAMME/RESOURCES

Our curriculum is set as per Appendices A and B but may need to be adapted as and when necessary without changing the main body of this policy. To deliver this, we will be using a range of resources including the 'Life to the Full' programme created by TenTen and approved by the Diocese. The 'Life to the Full' programme is based upon the Model Catholic RSE Programme by the Catholic Education Service (see appendices A and B), which has been highlighted by the Department of Education as a work of good practice. Other resources that may be used include (but are not limited to) those from charities such as the NSPCC, Respected and the school's own resources. In the primary phase the curriculum is referred to as Relationships and Health Education (RHE) and in the secondary phase it is referred to as Relationships, Sex and Health Education (RSHE).

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) 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 material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RHE in the primary phase or RSHE in the secondary phase, will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted during the development of the RHE and RSHE programmes, and will be able to view the resources used by the school in the RHE and RSHE programmes. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE/RSHE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education **except** in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher.

The Headteacher or a delegated member of the senior leadership team will discuss the request with parents during a meeting and take appropriate action. In this meeting, it is likely that the member of school staff will explain the nature of human sexuality in the context of Catholic teaching and explain what as a Catholic school we will be informing young people about. Parents often find this meeting very helpful in understanding better the approach of the school.

Alternative work will be given to students who are withdrawn from sex education.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw). A copy of written requests will be placed in the student's educational record.

The **right to withdraw** applies up until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this, while keeping parents fully informed of the student's decision.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RHE/RSHE programme that offers a range of viewpoints on issues. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary schools/academies relating to 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. We will ensure that students 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 lays with the relevant curriculum staff (including science, religious education, citizenship, physical education, RHE/RSHE and PSHE).

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

EXTERNAL VISITORS

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE or RSHE. 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.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- ensure the RSE policy is drawn up by a member of the senior leadership team 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, e.g., SEN, the ethos of the school and our Christian beliefs
- 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 RHE/RSHE within PSHE.

Headteacher

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

PSHE/RSE Co-Ordinator

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE/RSHE 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

RHE/RSHE is a whole school issue. All teachers 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 students. Teachers will be expected to teach RHE/RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHE/RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about student safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Students 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 students.

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

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RHE/RSHE can take place. They want to ensure that students 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 RHE/RSHE. These may be 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, protected from harm and exploitation by discussing such issues openly within the context of the RHE/RSHE programme. The use of ground rules, negotiated between teachers and students, 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 will also need to feel safe and secure in the environment in which RHE/RSHE takes place. Effective RHE/RSHE 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 students 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 senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all students must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RHE/RSHE programme, will have the best interests of students 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.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to students that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Headteacher, but that the students would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The PSHE/RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students work at regular intervals. The programme will be evaluated biannually by means of questionnaires/response sheets/needs assessment given to students, and/or by discussion with students, 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.

APPENDICES

[APPENDIX A: A Model Primary RSE Curriculum](#)

[APPENDIX B: A Model Secondary RSE Curriculum](#)

[APPENDIX C: Parent form: withdrawal from sex education within RSE](#)



A model Catholic Primary RSE curriculum

Revised Autumn 2019

Introduction

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. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated

Schools must ensure that RSE is sensitive to the different needs of individual students and is taught in a way that allows access to those students at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, students should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

The structure of this model curriculum

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the students. The three themes are:

- **Created and loved by God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
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 & global** (this explores the individual's relationships with the wider world) Human beings are relational by nature and live 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.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their students, through their exemplification by the whole community of which the students are a part. These virtues reflect our Christian tradition, but they are also, of course, fundamental human virtues which are universally shared.

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	<p>In a Catholic school, students are growing to be:</p> <p>1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want</p>	<p>In a Catholic school, students are growing to be:</p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears</p>
Religious understanding of the person: loving myself	<p>Students should be taught:</p> <p>1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism</p>	<p>Students should be taught:</p> <p>2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</p>
Me, my body and my health	<p>Students should be taught:</p> <p>Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities</p> <p>My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys</p> <p>My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p>Students should be taught:</p> <p>Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p>My health 2.1.3.8. How to make informed choices that have an impact on their health</p>
Emotional well-being and attitudes	<p>Students should be taught:</p> <p>Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings</p> <p>Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences</p>	<p>Students should be taught:</p> <p>Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>

Life cycles and fertility	<p>Students should be taught:</p> <p>Life cycles</p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p>Students should be taught:</p> <p>Life cycles</p> <p>2.1.5.1. How a baby grows and develops in its mother’s womb</p> <p>2.1.5.2. To recognise the differences that occur at each stage of a human being’s development (including childhood, adolescence, adulthood, older age)</p> <p>Fertility</p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>
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Theme 2: Created to love others
EYFS & KS1

KS2

Education in virtue	<p>In a Catholic school, students are growing to be:</p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, “please” and “thank you”</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p>In a Catholic school, students are growing to be:</p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers</p> <p>2.2.1.6. Honest, committed to living truthfully and with integrity</p>
Religious understanding of human relationships: loving others	<p>Students should be taught:</p> <p>1.2.2.1. We are part of God’s family</p> <p>1.2.2.2. All families are important</p> <p>1.2.2.3. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.4. Jesus cared for others</p> <p>1.2.2.5. That we should love other people in the same way Jesus loves us</p>	<p>Students should be taught:</p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</p> <p>2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus’ teaching on forgiveness</p> <p>2.2.2.4. The sacrament of marriage involves commitment and selfgiving. It is a formal, lifelong commitment</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Relationships</p>	<p>Students should be taught:</p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. Families should be a place of love, security and stability.</p> <p>1.2.3.5. The importance of spending time with your family</p> <p>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</p> <p>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</p>	<p>Students should be taught:</p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. Marriage represents a formal and legally recognised commitment</p> <p>2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</p> <p>2.2.3.5. The characteristics of a healthy family life.</p> <p>2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.7. An awareness of bullying (including cyberbullying) and how to respond</p> <p>2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised</p> <p>2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Keeping safe and people who can help me</p>	<p>Students should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p>People who can help me</p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p>	<p>Students should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p>People who can help me</p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>

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

EYFS & KS1

KS2

Education in virtue	<p>In a Catholic school, students are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>In a Catholic school, students are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p>Students should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p>Students should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p>Students should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>Students should be taught:</p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>



A model Catholic Secondary RSE curriculum

Revised Autumn 2019

Introduction

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. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated

Schools must ensure that RSE is sensitive to the different needs of individual students and is taught in a way that allows access to those students at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, students should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. In secondary schools this includes teaching students about the laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including the Marriage (Same Sex Couples) Act 2013).

The structure of this model curriculum.

This model curriculum covers KS3, KS4 and KS5 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the students. The three themes are:

- **Created and loved by God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual’s relationships with others)
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 & global** (this explores the individual’s relationships with the wider world) Human beings are relational by nature and live 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.

Each theme covers the core strands of ‘Education in Virtue’ and ‘Religious Understanding’ as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their students, through their exemplification by the whole community of which the students are a part. These virtues reflect our Christian tradition, but they are also, of course, fundamental human virtues which are universally shared.

Theme 1: Created and Loved by God

KS3

KS4&5

Education in virtue	<p>In a Catholic school, students 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, students 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>Students 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>Students 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>

<p>Me, my body and my health</p>	<p>Students 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>Students 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>
<p>Emotional well-being</p>	<p>Students 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>Students 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 wellbeing</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>
<p>Life cycles and fertility</p>	<p>Life cycle</p> <p>3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and correct terms for the reproductive body parts.</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>Life cycle 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 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>

Theme 2: Created to love others

KS3

KS4&5

Education in virtue	<p>In a Catholic school, students 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, students 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 e.g.</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>Students 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>Students 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>

KS3

KS4&5

Personal Relationships	<p>Students 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 e.g. individuals from the LGBTQI+ community (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>Students 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>
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Keeping safe and people who can help me	<p>Students 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>Students 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>
	<p>Theme 3: Created to live in community (local, national and global)</p> <p>KS3 KS4&5</p>	

Religious understanding of the importance of human communities	<p>Students 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>Students 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>
	<p>Education in virtue</p> <p>In a Catholic school, students 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, students 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>

Living in the wider world	<p>Students 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>Students 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>
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APPENDIX C: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Tutor group	
Name of parent		Date	
Contact details of parent			
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Discussion and agreed actions	Date of meeting