



RELATIONSHIPS AND SEX (RSE) EDUCATION POLICY

1. Introduction

The Relationships and Sex programme at St. Paul's is firmly rooted in the belief that:

1. every person is created in the image of God and is therefore deserving of respect (Mission Statement)
2. sexuality is essential to our personal identity and is God's gift to us.

The programme aims to foster the holistic development of all pupils based on Christian principles and in all respects conforms to Catholic teaching.

The Governing Body of St. Paul's acknowledges its statutory duties to provide Sex Education for all pupils.

“The Secretary of State for Education confirms the Government’s ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government [laid an amendment](#) to the Children and Social Work Bill on 1 March 2017 which we intend to come into effect from September 2019.” Dfe Policy Statement March 2017

We welcome the support herein provided and the recognition that schools of a particular religious ethos may choose to reflect their faith beliefs in their sex and relationship education policy and delivery. The Governing Body are aware of advice regarding Healthy School standards and ensure this is incorporated into the delivery of RSE.

The Governing Body also recognises that parents are the key people in teaching their children about sex, relationships and family life and aims to support the work of parents in this area in the RSE Programme. The programme being followed is that of the Diocese of Birmingham.

2. Aims

SRE aims and learning objectives are:

- to help students come to an understanding of themselves and others as fully human



- to enable young people to learn what the Church teaches and build bonds of trust and communication with each other
- to augment students' understanding of their physical and emotional development
- to promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions
- to augment teachers' subject knowledge and confidence
- to help students develop the confidence and skills to discern messages in the media and the positive and negative effects of peer pressure, enabling them to make decisions about how to act in accordance with their own beliefs and values.

KS3 learning objectives

Pupils will learn:

- to recognise the features of healthy friendships
- to recognise what is appropriate and inappropriate behaviour in a relationship
- to understand that 'being in love', 'lust' and 'true love' are quite different
- to understand the value of chastity
- to understand the family in its social context and examine the roles and responsibility of family members
- to understand the spiritual context of the family as a community where members can grow in faith, hope and love
- to understand that the family provides in most cases the best loving and secure support for the balanced development of the child
- to identify different types and forms of separation and understand that separation and loss from those we love is often a natural and necessary part of life
- to acknowledge that love cannot be easily separated from anxiety and suffering and appreciate that for believers God accompanies them in times of joy and sorrow
- to identify their own opinions based on their experience of relationships and marriage and explore the media portrayal of relationships and marriage
- to explore the teaching of the Catholic Church on marriage
- to appreciate that sexual intercourse is the deepest and most intimate sign of human love
- to understand that parents are co-creators with God and that each person is unique at conception and therefore worthy of respect



Key Stage 4 learning objectives

Students will learn:

- to examine the characteristics, nature and intent of disposable and permanent lifestyles and behaviour, and to understand why people opt for certain life choices
- to understand that certain choices can entail undesirable outcomes, such as sexually transmitted infections (STIs), HIV and abortion
- to examine the nature, range and consequences of addictive behaviour such as eating disorders, alcohol and drug abuse
- to understand why come people choose suicide and how society responds to suicide
- to reprise how loss and bereavement affect the behaviour of the individual and how loss and bereavement affects society
- to know and understand what the law has to say about sexual intercourse between different individuals
- to reprise and be able to understand male and female physical development, sexual self-awareness and the Church's teaching on masturbation
- to understand contraception, to be able to distinguish between natural and artificial methods, and to understand that some methods are abortifacient
- to understand the Church's teaching on contraception and family planning
- to be able to demonstrate that the life skills they have learnt are likely to inform their future decision-making
- to be able to know and understand what human and divine aspects and skills are required in order to sustain a happy, authentic marriage, which is life-long and life-giving
- to be able to understand homosexuality, examine why prejudice and discrimination is harmful and learn to respect all people
- to identify what a baby needs and the role of conditional and unconditional love in parenthood
- to know how a baby will affect personal life choices and relationships and to understand the changed priorities and responsibilities of the parent
- to explore how the nature of parenthood changes as the child grows and develops

KS5 learning objectives

- to recognise the value and presence of an informed conscience
- to apply the principles arising from an informed conscience
- to appreciate and evaluate the impact of the Church's moral teaching upon personal beliefs, attitudes and conduct
- to understand the moral teaching of the Church on life, and related issues, and how this can conflict with values in daily life

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- to apply, and use, the available tools of Christian living to their own moral stance and lifestyle
- to reprise and reflect on the Church's teaching on conscience, personal beliefs, values and attitudes, and to develop a life pattern that incorporates regular self-review

3. Organisation

The Programme is:

- co-ordinated by the Leadership Team, Curriculum Leader for R.E., Science, Child Development and Pastoral staff.
- extends over all year groups in the school, is progressive in structure and endeavours to match the capacities and meet the various needs of all pupils
- taught by teachers who are fully supportive of the aims which inform it, and who teach it with a sense of integrity and sensitivity
- concerned with exploring knowledge and understanding, attitudes, values and skills around a range of topics using teaching methods which encourage reflection and discussion, project and group work.

Appropriate on-going training is sought for all teachers delivering the programme.

Pupils will be organised in form and class groups for most of the delivery. There will be occasions that there may be a whole year group together to introduce the topic as in the Year 8, 9 and 10 Sex and Relationship Days which incorporate the expertise of LIFE and TenTen Theatre company.

4. Curriculum Planning

Planning and resource management will be organised by the Leadership Team with the help of Curriculum Leader R.E., Child Development and Science. The syllabus is used to deliver the programme according to the appropriate age group, and developed into a Scheme of Work to show short, medium and long-term planning.

5. Learning & Teaching Styles

This will incorporate the most appropriate style for the topic and age of the girls and will ensure key skills and the inclusion of all pupils in line with our Inclusion Policy.

6. Assessment and Monitoring

Assessment for learning will be made and records kept, as in line with School Assessment Policy, for reporting to parents.

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The programme will be regularly evaluated in line with good practice of planning, teaching and assessment.

7. Counselling and Confidentiality

Whilst giving advice to pupils about personal problems is an integral part of the school's pastoral support system, teachers should encourage pupils to discuss their concerns with regard to sexual activity with their parents. When pupils express a desire or even give a subtle indication that they wish to confide in a member of staff regarding matters of a sexual nature, teachers can not promise confidentiality. They should inform the pupil beforehand that they may have to disclose the content of such conversation to other significant senior staff whose responsibility it is to take action, e.g. informing parents or other appropriate agencies. When in doubt, staff must seek advice from the Headteacher or Deputy Head.

8. Liaison with Parents

Parents are consulted on the content of the RSE Programme (a summary of which is included in the School Prospectus each year.) Copies of the full statement are available on request. Parents are also sent out a letter to inform them of the contents of RSE days. Parents are also able to withdraw their daughters from the programme when it is delivered outside the National Curriculum. They must seek an interview with the Headteacher to do so.

9. External Speakers

When external speakers are used to assist with any aspect of the programme they must:

- be provided with a copy of the school's policy beforehand
- be thoroughly briefed and understand the values/guiding principles of the school policy
- make a contribution, which is consistent with the school policy and educational practice.

10. Consultation Process

In drafting this policy the Governors have considered the views of staff, parents, pupils, Religious Educators and Health advisors so that an effective and helpful programme can be made available to all pupils.

11. Monitoring and Review

The RSE Policy is reviewed on a regular basis by the Leadership Team and the Curriculum Committee of the Governing Body. Its content and delivery are regularly reviewed by the Pastoral Team, guided by the Religious Education Department.

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RSE at Saint Paul's

	KS3	SPG	KS4/5	SPG
	1 Created and loved by God			
Education in virtue	In a Catholic school, pupils are growing to be:		In a Catholic school, pupils are growing to be:	
	3.1.1.1. Respectful of their own bodies, character and giftedness	<i>Whole school Y7 RE Unit 3: Who am I called to be?</i>	4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity	<i>Whole school Y10 RSE unit</i>
	3.1.1.2. Appreciative for blessings	<i>Whole school</i>	4.1.1.2. Appreciative of blessings	<i>Whole school</i>
	3.1.1.3. Grateful to others and to God	<i>Whole school</i>	4.1.1.3. Grateful to others and to God	<i>Whole school</i>
	3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods	<i>Y8 RE Unit 5: How do I live out reconciliation? Y9 RE Unit 1: What are the challenges of being a Christian?</i>	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	<i>Y10/11 RSE Day and Retreat Days</i>
	3.1.1.5. Discerning in their decision making	<i>Y8 RE Unit 5: How do I live out reconciliation?</i>	4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement	<i>Whole school Y10/11 RE. Careers education.</i>

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	3.1.1.6. Determined and resilient in the face of difficulty	<i>Whole school</i>	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	<i>Whole school</i>
	3.1.1.7. Courageous in the face of new situations and in facing their fears	<i>Whole school</i>	4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different	<i>Whole school</i>

Religious understanding of the human person: loving myself	Pupils should be taught:		Pupils should be taught:	
	3.1.2.1. To appreciate sensual pleasure as a gift from God	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i> Y9 RSE Day	4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure	<i>RSE Days</i> <i>Y10 RSE unit</i>
	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	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i> Y9 RSE Day	4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation	<i>Whole school (Catholic Life and collective worship)</i>
	3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i> Y9 RSE Day	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	<i>RSE Days</i> <i>Retreat Days</i> <i>Y10 RSE unit</i>

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	3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this	<i>Whole school and RE lessons</i>	4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3	<i>RSE Days Y10 RSE unit</i>
	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	<i>Throughout RE, PSHRE and whole school.</i>	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.	<i>Whole school RE lessons PSHRE Retreat Days</i>
	3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience	<i>Throughout RE, PSHRE and whole school. Y8 RE Unit 5: How do I live out reconciliation?</i>	4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands	<i>RE lessons GCSE 2.2 Sin and Forgiveness (morality).</i>

Me, my body and my health	Pupils should be taught: Me		Pupils should be taught: Me	
	3.1.3.1. To recognise their personal strengths	<i>PSHRE Well being</i>	4.1.3.1. To evaluate their own personal strengths and areas for development	<i>PSHRE Whole school Careers education</i>
	3.1.3.2. To distinguish 'needs' from 'wants'	<i>PSHRE</i>	4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	<i>PSHRE Whole school GCSE: Good and evil – virtues</i>

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	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	<i>PSHRE</i> <i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	My body 4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	<i>PSHRE</i>
	My body 3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality	<i>PSHRE</i> <i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.1.3.4. The health risks and issues related to this, including cosmetic procedures	<i>PSHRE</i>
	3.1.3.5. There are many different body shapes, sizes and physical attributes	<i>PSHRE</i> <i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	My health 4.1.3.5. To take increased responsibility for monitoring their own health (including breast self-examination)	<i>Y12/13 PSHRE</i>
	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	<i>PSHRE</i> <i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>		
	My Health 3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene	<i>Y7 PSHRE</i>		

being and	Pupils should be taught:		Pupils should be taught:	
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<p>Emotional well-being 3.1.4.1. How to develop self-confidence and self-esteem</p>	<p><i>Whole school</i> <i>PSHRE</i></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><i>PSHRE</i> <i>Well being</i> <i>Quo Vadis</i></p>
<p>3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships</p>	<p><i>Y9 RE Unit 1: What are the challenges of being a Christian?</i></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><i>RSE Day</i> <i>Y10 RSE unit</i></p>
<p>3.1.4.3. The importance and benefits of delaying sexual intercourse until ready</p>	<p><i>Y9 RE Unit 1: What are the challenges of being a Christian?</i></p>	<p>Emotional well-being 4.1.4.3. Strategies for managing mental health and emotional well-being</p>	<p><i>PSHRE</i> <i>Retreat Days</i> <i>Quo Vadis</i></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><i>PSHRE</i> <i>Well being</i></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><i>PSHRE</i> <i>Whole school</i> <i>Quo Vadis</i></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><i>Y9 RE Unit 1: What are the challenges of being a Christian?</i> <i>PSHRE</i></p>	<p>Attitudes 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><i>PSHRE</i> <i>Whole school</i></p>

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	3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>		
	Attitudes 3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	<i>Whole school PSHRE</i>		
	Pupils should be taught:	KS3	Pupils should be taught:	KS4
Life cycles and fertility	Life cycles 3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems	Y7 Science: What makes me the way I am?	Life cycles 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	Y10 Science: B3 Organism Level Systems
	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	Y7 Science: What makes me the way I am?	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	Y10 Science: B3 Organism Level Systems
	Fertility 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	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth	<i>GCSE RE: Origins and Meanings</i>

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	3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation	Y7 Science: What makes me the way I am?	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	<i>RSE Day</i> <i>Y10 RSE unit</i> Y10 Science: B3 Organism Level Systems
	3.1.5.5. The negative impact of substance use on both male and female fertility	Y7 Science: What makes me the way I am?	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).	<i>RSE Day</i> <i>Y10 RSE unit</i> Y10 Science: B3 Organism Level Systems
			4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility	Y10 Science: B3 Organism Level Systems

2 Created to love others				
	KS3		KS4	
Education in virtue	In a Catholic school, pupils are growing to be:		In a Catholic school, pupils are growing to be:	
	3.2.1.1. Loyal, able to develop and sustain friendships.	<i>PSHRE</i> <i>Whole school</i> <i>RE lessons</i>	4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible	<i>PSHRE</i> <i>Whole school</i>

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	3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	<i>PSHRE Whole school RE lessons</i>	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	<i>PSHRE Whole school GCSE RE: Good and Evil</i>
	3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different	<i>PSHRE Whole school</i>	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	<i>PSHRE Whole school</i>
	3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships	<i>PSHRE Whole school Y8 Unit 5: How do we live out reconciliation?</i>	4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness	<i>PSHRE Whole school GCSE RE: Sin and Forgiveness</i>
	3.2.1.5. Courteous in their dealings with friends and strangers	<i>PSHRE Whole school</i>	4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	<i>PSHRE Whole school</i>
	3.2.1.6. Honest, committed to living truthfully and with integrity	<i>PSHRE Whole school</i>	4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication	<i>PSHRE Whole school</i>
	of human	Pupils should be taught:		Pupils should be taught:

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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	<i>Y7 Unit 2: What are the signs of Catholic identity?</i> <i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	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	<i>GCSE RE: Good and Evil (Sermon on the Mount)</i> <i>RSE Days</i> <i>Y10 RSE Unit</i>
3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	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	<i>Retreat Days</i> <i>RSE Days</i> <i>Y10 RSE Unit</i>
3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	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	<i>Retreat Days</i> <i>RSE Days</i> <i>Y10 RSE Unit</i>
3.2.2.4. How to express love and care for others through acts of charity	<i>Whole school</i>	4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes	<i>Whole school</i> <i>GCSE RE: Origins and Meanings (Imago Dei)</i>
3.2.2.5. How to discuss religious faith and personal beliefs with others	<i>RE lessons</i>	4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	<i>Whole school</i> <i>GCSE RE: Origins and Meanings (inter-faith dialogue)</i>
3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness	<i>Whole school, PSHRE, RE lessons</i> <i>Y8 Unit 5: How do I live out reconciliation?</i>	4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship	<i>Retreat Days</i> <i>RSE Days</i>

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			4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion	<i>GCSE RE: Origins and Meanings (Imago Dei, sanctity of life, abortion)</i>
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Personal Relationships	Pupils should be taught:		Pupils should be taught:	
	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)	<i>PSHRE Whole School</i>	4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others	<i>PSHRE Whole School</i>
	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.	<i>PSHRE Whole School Y7 Unit 3: Who am I called to be?</i>	4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships	<i>PSHRE Whole School</i>
	3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	<i>PSHRE Whole School Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.2.3.3. To manage changes in personal relationships including the ending of relationships	<i>PSHRE Whole School</i>
	3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.2.3.4. About harassment and how to manage this	<i>PSHRE Whole School</i>

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3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	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	<i>PSHRE Whole School Y10 RSE Unit</i>
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.	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	<i>Y10 RSE Unit</i>
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	<i>PSHRE Whole School Y9 RE Unit 1: What are the challenges of being a Christian?</i>	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.	<i>Y10 RSE Unit</i>
3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child	<i>PSHRE Whole School Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)	<i>PSHRE</i>
3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances	<i>PSHRE</i>

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	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	<i>Y7 Unit 3: Who am I called to be?</i>	4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	<i>Y10 RSE Unit</i>
	3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	<i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>		

	Pupils should be taught:	SPG	Pupils should be taught:	SPG
Keeping safe and people who can help me	People who can help me 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	<i>PSHRE</i>	Keeping safe 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	<i>PSHRE</i>
	3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact	<i>PSHRE</i>	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	<i>PSHRE</i>

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3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help	<i>PSHRE</i>	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	<i>PSHRE</i>
3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'	<i>PSHRE</i>	4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming	<i>PSHRE</i>
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.	<i>PSHRE</i>	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.	<i>GCSE Origins and Meanings Y10 RSE Unit</i>
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	<i>PSHRE – external online session</i>	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	<i>GCSE Origins and Meanings</i>
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	<i>Y9 PSHRE</i>	People who can help me 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	



	Keeping safe 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	<i>PSHRE</i> <i>Y9 RE Unit 1: What are the challenges of being a Christian?</i>	4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people	<i>GCSE RE</i> <i>PSHRE</i>
			4.2.4.9. Where and how to obtain sexual health information, advice and support	<i>Y10 RSE Unit?</i>
			4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy	<i>Y10 RSE Unit?</i>

3 Created to live in community (local, national and global)				
	In a Catholic school, pupils are growing to be:		In a Catholic school, pupils are growing to be:	
Education in virtue	3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally	<i>Whole school</i> <i>PSHRE</i>	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	<i>Whole school</i> <i>PSHRE</i>
	3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally	<i>Whole school</i> <i>PSHRE</i>	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	<i>Whole school</i> <i>PSHRE</i>
			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	<i>Whole school</i> <i>PSHRE</i>

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Religious understanding of the importance of human communities	Pupils should be taught: 3.3.2.1. To discuss moral questions in a balanced and well informed way	<i>Whole school PSHRE RE lessons</i>	Pupils should be taught: 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	<i>Whole school PSHRE RE lessons</i>
	3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all	Y7 Unit 2: How do we live as a covenant people?	4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation	<i>GCSE RE: Origins and Meanings</i>
	3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	<i>Whole school PSHRE RE lessons</i>		

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