

Cardinal Hume
Catholic School



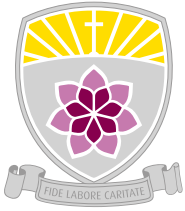
RSHE Policy March 2024

Relationships and Sex Education and Health Education



Bishop Wilkinson
Catholic Education Trust

Proud to be part of Bishop Wilkinson Catholic Education Trust



Mission Statement

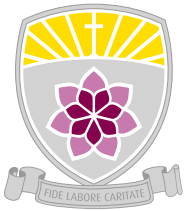
The mission of Cardinal Hume School is to develop each member of the school community so that everyone involved can reach their full potential in the light of the teaching of Christ and the values portrayed in the Gospels.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships and Sex Education and Health Education (RSHE) is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education and health education (RSHE). We set out our rationale for, and approach to relationships and sex education and health education in the school, providing clarity on how our RSHE curriculum is informed, organised and delivered.

We will comply fully with our statutory obligations to deliver RSHE under sections 34 & 35 of the Children and Social Work Act 2017. This policy has due regard to the following guidance and advice:

- A Model Catholic Secondary RSE Curriculum (Catholic Education Service 2016)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Keeping Children Safe in Education (most recent version) (Statutory Guidance)
- Preventing and tackling bullying (DfE, 2017)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015)
- Equality Act 2010: advice for schools (DfE, 2014)
- National Curriculum in England – Key Stages 1-4 (DfE, 2014)



This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Governors' Statement and Policy on Behavioural Standards
- SEN Policy
- Equal Opportunities Policy
- Curriculum Intent Overview
- ICT Policy
- ICT Acceptable Use Policy
- Vision, Values and Ethos Policy

In order to achieve our aims, we will plan and teach the RSHE content set out by the DfE, provided in Appendix 1 of this policy and will have due regard to the Model Catholic RSE Curriculum by the Catholic Education Service, provided in Appendix 2 of this policy.

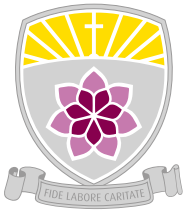
We will be using TenTen's programme of study: **Life to the Full** to deliver RSHE.

Consultation

This policy has been produced in consultation with governors, staff and parents/carers. The school began teaching RSE in the summer term 2021 using Ten Ten's Life to The Full programme of study for RSHE. An initial consultation period took place between 1st April 2021 and 30th April 2021.

Parents' Consultation has taken place annually since then and involves issuing parents/carers with a link to the Ten Ten website in order to explore the Overview, Scheme of Work and Videos and Endorsements and access a lesson taster. Parents have the opportunity to send in feedback by completing a questionnaire (Microsoft form).

A review of Relationships and Sex Education and Health Education curriculum content will take place annually with pupils being given the opportunity to discuss RSHE via the school council and via RSHE pupil voice meetings.



Review of Policy

This policy will be reviewed every year by the Governing Body to ensure that it is in line with current Government guidance and legislation and to ensure that our RSHE programme continues to meet the needs of our pupils.

Dissemination

The policy will be made available to all members of the Governing Body, and all teaching and non-teaching members of staff. The RSHE policy will be available to all parents through the school's website and a copy is available from the school office. Details of the content of the RSHE 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 pupil'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 Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”²

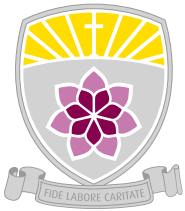
Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE, 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 RSHE go further.

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

² CES A Model Policy for Relationships and Sex Education 2016 Revised 2020



Rationale

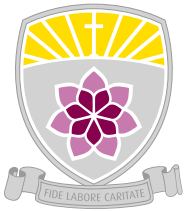
'I have come that you might have life and have it to the full' (Jn.10.10)

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 RSHE 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. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) 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 pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE teaching will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.



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:

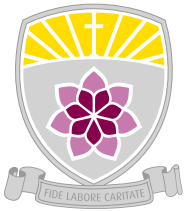
- Faithfulness
- Fruitfulness
- Chastity
- Integrity
- Prudence
- Mercy
- Compassion

Aim of RSHE

As a Catholic community, we believe that sex and relationships and health education (RSHE) is integral to the life-long learning process and the belief that we have been uniquely created in the image and likeness of God. As such, all people have special value and worth. It is firmly rooted in the school's personal, social, health and economic education programme and in the school's personal development programme. There will also be cross over with some of the themes in pupils' daily lessons such as RE, Science, ICT, Food & Nutrition and Physical Education.

The school supports the parents and carers as the primary educators in RSHE and responds to the needs of the students to enable them to make responsible and well-informed decisions as young people. Every member of staff who delivers RSHE, either as a form tutor or as a subject teacher or member of support staff, understands that they are part of a holistic and integrated programme across the curriculum.

In partnership with parents, we aim to provide children with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.



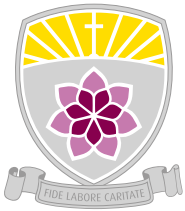
Objectives:

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:

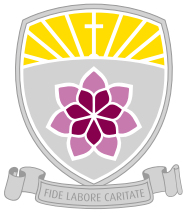
- the Church's teaching on relationships and the nature and meaning of sexual love
- the Church's teaching on marriage and the importance of marriage and family life
- the centrality and importance of virtue in guiding human living and loving
- the physical and psychological changes that accompany puberty
- 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

Inclusion and Adapted Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

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 pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.



Broad Content of RSHE

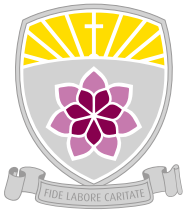
Three aspects of RSHE – attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex and health curriculum.

RSHE Programme / Resources

In order to enable staff in school to deliver effective RSHE lessons we will be using TenTen's programme of study: Life to the Full. TenTen is an independent Catholic educational organisation that has been working at the forefront of delivering RSE in Catholic primary and secondary schools since 2007. TenTen has worked in partnership with dioceses and schools throughout the UK to develop an integrated programme of study in Relationship and Sex Education for Catholic secondary schools called "Life to the Full". (John 10:10).

TenTen's programme, Life to the Full, teaches Relationship and Sex Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. The programme produced by Ten Ten embraces "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance).

The programme delivers teaching through the prism of Catholic RSHE. The framework of the programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

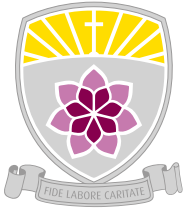


The following is an overview of the Life to The Full programme:

RSE lessons will be taught over a period of 15 weeks, beginning in September and ending in February. Each topic is taught over 2 lessons.

Theme	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Religious Understanding	Who am I?	Created and Chosen	The Search For Love	Authentic Freedom	Self-Worth	Authentic Freedom	Self-Worth
Me, My Body, My Health	Changing Bodies	Appreciating Difference	Love People, Use Things	Self-Image	Addiction	Self-Image	Addiction
Emotional Wellbeing	Healthy Inside and Out	Feelings	In Control of My Choices	Values, Attitudes, Beliefs	Self-Insight / Care	Values, Attitudes, Beliefs	Self-Insight / Care
Life Cycles	Where We Come From	Before I Was Born	Fertility and Contraception	Parenthood	Managing Fertility	Parenthood	Managing Fertility
Personal Relationships	Family and Friends	Tough Relationships	Marriage	Pregnancy and Abortion	Pornography	Pregnancy and Abortion	Pornography
Keeping Safe	My Life on Screen	Think Before You Share	One Hundred Percent	Abuse	STIs	Abuse	STIs
Living in The Wider World	Living Responsibly	Wider World	Knowing My Rights and Responsibilities	Solidarity	Coercive Control	Solidarity	Coercive Control

More information about TenTen can be found at their website:
<https://www.tentenresources.co.uk/>



Implementation

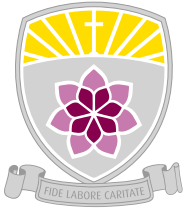
RSHE will be taught in each year group throughout the school including Sixth Form. The curriculum we deliver is age appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. The different aspects of RSHE will be delivered mainly through planned, timetabled RSHE lessons (one hour per week) with some themes being covered in Health IAG lessons, tutor time activities and assemblies. Whilst each year group has a bespoke programme, lessons are cyclical in content and themes are recurring but tackled from different perspectives for the different year groups.

The themes covered in each programme have been drawn from those in the Model Catholic RSE Curriculum by the Catholic Education service. Learning will also be supported through cross-curricular approaches. Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- debate
- reflection/personal reflection
- brainstorming
- film & video
- group work
- role-play
- values clarification

Pupils' learning in RSHE is evaluated and assessed via Life to The Full endpoint assessments for each year group. Pupil's experience of RSHE is evaluated via the RSHE pupil voice.



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 that can be shared with their children at home and to help parents/carers to find out more. Parents/carers will be informed when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

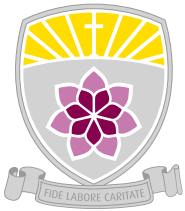
Parents must be consulted before this policy is ratified by the governors. They will be able to view examples of the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs. We understand that parents and carers may have concerns about some aspects of RSHE and all views will be listened to and carefully considered. However, the school will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as the needs of our pupils.

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 head teacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Relationships education, relationships and sex education (RSHE) and health education: FAQs

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: *Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 – the legal age of sexual consent.*



There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.³

Page 17 of the DfE guidance provides further details on the right to be excused from sex education (commonly referred to as the Right to Withdraw).

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

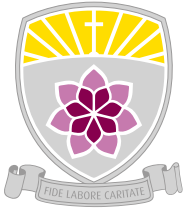
Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling 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 pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for delivering the specific relationships and sex education programme lies with pastoral tutors and staff and curriculum staff from other areas of the school i.e., RE, P.E., Science, Health IAG

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

³ <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>



External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of 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. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.⁴ 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.

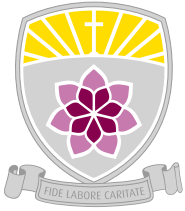
Other Roles and Responsibilities regarding RSHE

The Head teacher 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.

Governors will ratify the RSHE policy, in consultation with parents and teachers. They will:

- ensure that the policy is available to parents
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, 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 RSHE within PSHE

⁴ CES Checklist for External Speakers to Schools, 2016



PSHE/RSHE Co-Ordinator

The co-ordinator along 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 RSHE and the provision of in-service training. They are supported by the Curriculum Manager, the member of staff with overall responsibility for child protection, The Designated Safeguarding Lead, the Safeguarding and Welfare Team and other members of the Senior Leadership Team.

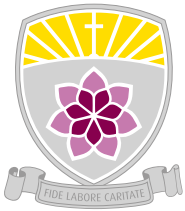
All Staff

RSHE is a whole school issue and teachers who are given responsibility for delivering RSHE lessons must recognise the importance of RSHE. 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 pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching 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 RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Behaviour Policy, Safeguarding Policy etc).

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.



Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive Issues

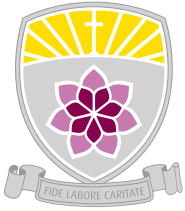
There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

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.

Page 23 of the DfE guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education), Managing difficult questions, provides more details.

Supporting Children and Young People who are at Risk

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective 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 pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated members of staff responsible in the safeguarding team.



Confidentiality and Advice

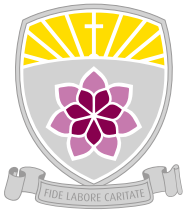
All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

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

Monitoring and Evaluation

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually. 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.



Appendix 1

The DfE Guidance 'Relationships Education, Relationships and Sex and Health Education' can be found by following the link below:

Relationships and sex education (RSE) and health education - GOV.UK
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Relationships, Sex and Health Education: Guides for Parents can be found by following the link below:

Relationships, sex and health education: guides for parents - GOV.UK
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Appendix 2



A model Catholic Secondary
RSE Curriculum
revised Autumn 2019

Introduction

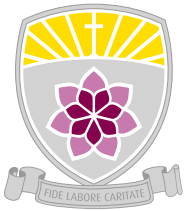
Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, 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 pupils and is taught in a way that allows access to those pupils 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, pupils 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.

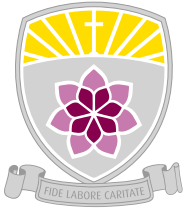
Balanced

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 pupils. 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 pupils, through their exemplification by the whole community of which the pupils 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

Education in virtue

In a Catholic school, pupils are growing to be:

- 3.1.1.1. Respectful of their own bodies, character and giftedness
- 3.1.1.2. Appreciative for blessings
- 3.1.1.3. Grateful to others and to God
- 3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods
- 3.1.1.5. Discerning in their decision making
- 3.1.1.6. Determined and resilient in the face of difficulty
- 3.1.1.7. Courageous in the face of new situations and in facing their fears

Religious understanding of the human person: loving myself

Pupils should be taught:

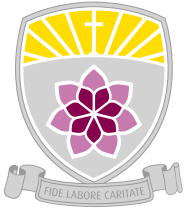
- 3.1.2.1. To appreciate sensual pleasure as a gift from God
- 3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage
- 3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility
- 3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this
- 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
- 3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience

Me, my body and my health

Pupils should be taught:

Me

- 3.1.3.1. To recognise their personal strengths
- 3.1.3.2. To distinguish 'needs' from 'wants'



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

My body

3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality

3.1.3.5. There are many different body shapes, sizes and physical attributes

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

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

Emotional well-being and attitudes

Pupils should be taught:

Emotional well-being

3.1.4.1. How to develop self-confidence and self-esteem

3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships

3.1.4.3. The importance and benefits of delaying sexual intercourse until ready

3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them

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

3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation

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

Life cycles and fertility

Pupils should be taught:

Life cycles

3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive 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

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

3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation

3.1.5.5. The negative impact of substance use on both male and female fertility

KS4 & KS5

Education in virtue

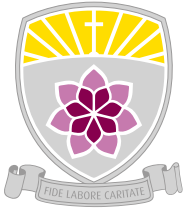
In a Catholic school, pupils are growing to be:

4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity

4.1.1.2. Appreciative of blessings

4.1.1.3. Grateful to others and to God

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

4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement

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

4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different

Religious understanding of the human person: loving myself

Pupils should be taught:

4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure

4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation

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

4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3

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.

4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands

Me, my body and my health

Pupils should be taught:

Me

4.1.3.1. To evaluate their own personal strengths and areas for development

4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives

My body

4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes

4.1.3.4. The health risks and issues related to this, including cosmetic procedures

My health

4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)

Emotional well-being and attitudes

Pupils should be taught:

Emotional well-being

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

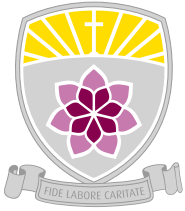
4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage

4.1.4.3. Strategies for managing mental health and emotional well-being

4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform

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

Life cycles and fertility

Pupils should be taught:

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

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

4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth

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

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).

4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility

Theme 2: Created to love others

KS3

Education in virtue

In a Catholic school, pupils are growing to be:

3.2.1.1. Loyal, able to develop and sustain friendships

3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble

3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different

3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships

3.2.1.5. Courteous in their dealings with friends and strangers

3.2.1.6. Honest, committed to living truthfully and with integrity

Religious understanding of human relationships: loving others

Pupils should be taught:

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

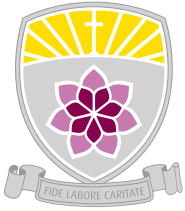
3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children

3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love

3.2.2.4. How to express love and care for others through acts of charity

3.2.2.5. How to discuss religious faith and personal beliefs with others

3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness



Personal relationships

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)
- 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.
- 3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these
- 3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship
- 3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.
- 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.
- 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
- 3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child
- 3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.
- 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
- 3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

Keeping safe and people who can help me

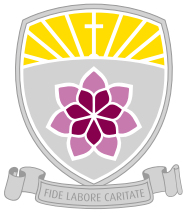
Pupils should be taught:

Keeping safe

- 3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact
- 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help
- 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'
- 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.
- 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
- 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
- 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

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



KS4 & KS5

Education in virtue

In a Catholic school, pupils are growing to be:

- 4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible
- 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
- 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
- 4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness
- 4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts
- 4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication

Religious understanding of human relationships: loving others

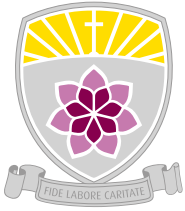
Pupils should be taught:

- 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
- 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
- 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
- 4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes
- 4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect
- 4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship
- 4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion

Personal relationships

Pupils should be taught:

- 4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
- 4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships
- 4.2.3.3. To manage changes in personal relationships including the ending of relationships
- 4.2.3.4. About harassment and how to manage this
- 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
- 4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
- 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.
- 4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)
- 4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances



4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

Keeping safe and people who can help me

Pupils should be taught:

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

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

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

4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming

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.

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

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

4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people

4.2.4.9. Where and how to obtain sexual health information, advice and support

4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy

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

KS3

Education in virtue

In a Catholic school, pupils are growing to be:

3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally

3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally

3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

Religious understanding of the importance of human communities

Pupils should be taught:

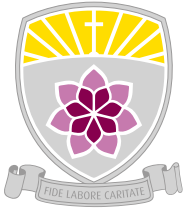
3.3.2.1. To discuss moral questions in a balanced and well informed way

3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all

Living in the wider world

Pupils should be taught:

3.3.3.1. The purpose and importance of immunisation and vaccination



- 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
- 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.
- 3.3.3.4. They have responsibilities towards their local, global and national community and creation
- 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
- 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
- 3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice
- 3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices
- 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)

KS4 & KS5

Education in virtue

In a Catholic school, pupils are growing to be:

- 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
- 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
- 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

Religious understanding of the importance of human communities

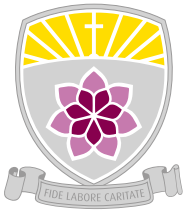
Pupils should be taught:

- 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
- 4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation

Living in the wider world

Pupils should be taught:

- 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
- 4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity
- 4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why
- 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
- 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
- 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community
- 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

4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)