

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to, relationships and sex education in the school.

SCHOOL MISSION STATEMENT

Blanchelande College, as a Catholic school, seeks to be a family always faithful to the example of Our Lord Jesus Christ, learning to become all that God wants us to be. The motto of Blanchelande College is 'Semper Fidelis' meaning 'Always Faithful'.

Our aims

1. That the Blanchelande family experiences a safe environment where each young person flourishes.
2. That, by fostering their gifts and talents, each pupil develops their personal vocation.
3. That the intellectual life of inquiry is directed by the search for truth, beauty and goodness.
4. That pupils learn to communicate with accuracy, logic and style.
5. That pupils engage in service and charity, helping others and preserving God's creation.
6. That pupils extend their cultural horizons and have opportunities to experience and participate in the arts.
7. That pupils nurture their health, growing in endeavour and enjoyment of true leisure.

Three Rules for Life

1. Use your talents to pursue what is good.
2. Treat other people as you would like them to treat you.
3. Be tolerant and open to respectful debate.

'Lord, let me grow into the person you want me to be.'

Dissemination

This policy is publicly available through the policy page of 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 primary schools the focus should be on 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

In Secondary schools 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).'

Statutory Curriculum Requirements

As a British School Overseas inspected by ISI, we observe the requirement to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

Rationale

'I have come that you might have life and have it to the full' (John 10:10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. The Christian belief that we are made in the image and likeness of God means that gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE 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.

RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all 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 and compassion.

Aim of RSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE 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. It is in this context that we commit ourselves: *In partnership with parents, to provide children and young people with a 'positive and prudent sexual education'⁴ 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 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.

Outcomes**Inclusion and Differentiated 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 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 RSE

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

At Blanchelande, we deliver the comprehensive RSE course provided by Ten Ten Theatre (this course is validated by the UK Government and the Roman Catholic Bishops of England and Wales).

Ten Ten Programme and Assessment

For details on the Ten Ten Programme, please see pages 11-15. It would not be appropriate to assess students in RSE as they are in their other academic subjects. This subject is not about grades, passing or failing; it is about developing the individual to ensure they are well rounded and able to enter the wider community effectively when they leave school.

Teachers assess students through comparing their knowledge at the start of the lesson or unit, to where it is at the end. This is often done through creating mind maps, in which they continuously add to, discussion (private and whole class) as well as personal written reflections.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Annually, a letter is sent home to all parents outlining the content and intentions of RSE that their child will be learning about; within the letter parents are also provided with a link to the RSE policy and the Ten Ten online parent's portal. Ten Ten have provided this portal so all parents can access and review the lessons that will be delivered to the students.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE 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.

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 principal. 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. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw). While as a school in Guernsey this legal framework is not binding, as a BSO inspected by ISI we follow this as a matter of protocol.

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 RSE 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 RSE (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 the specific relationships and sex education programme lays with the PSHE & RSE Coordinator (in liaison with the Head of Theology and the Head of Science, while being fully accountable to the principal). However, all staff will be involved in developing the attitudes and values aspect of the RSE 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.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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'.

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.

Infant school:

- Ten Ten Resources *Life to the Full* lessons used for Relationships and Sex Education
- Ten Ten Resources *Life to the Full Plus* lessons used for PSHCE

Junior school:

- Ten Ten Resources *Life to the Full* lessons used for Relationships and Sex Education.
- Ten Ten Resources *Life to the Full Plus* lessons used for PSHCE.
- Action for Children
- Police
- Safer provide lessons on relationships

Senior school:

All Key Stages:

- Action for Children provide lessons on drugs, alcohol, tobacco and vaping.
- Safer provide lessons on domestic and sexual abuse.
- Police provide lessons on harmful sexual behaviours, road safety, antisocial behaviour, cyberbullying, and 'run, hide, tell' as well as Harmful Sexual Behaviours.
- Ten Ten Resources *Life to the Full* and *In-Cinema Education* focused on Relationships and Sex Education.

Key Stage 3:

- Youth Commission deliver lessons on Child Sexual Exploitation.
- Solomon Theatre Group provide drama performances called Time Out (drug and alcohol use, peer pressure, home and family life) for Year 9 and Last Orders (alcohol use) for Year 8.

- Alter Ego Theatre Company provide a drama performance called Chelsea's Story (Child Sexual Exploitation) for Year 8.

Sixth Form:

- Police provide lessons on consent as well as personal safety around drugs and alcohol
- Safer provide lessons on domestic and sexual abuse.

Other Roles and Responsibilities Regarding RSE**Governors:**

- scrutinise the drawing up of the RSE policy, in consultation with parents, management and teachers.
- ensure that the policy is available to parents.
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Catholic ethos/teachings.
- 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 RSE within PSHE.

Head teacher (Principal)

The Principal takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service (Roman Catholic Diocese of Portsmouth) and the States of Guernsey, also appropriate agencies.

PSHE/RSE Coordinator

The co-ordinator with the Principal 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 RSE and the provision of in-service training. (They may be supported by the Vice-Principal/Head of Pastoral Care).

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to other policies and curriculum subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc). Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Pupils with difficulties whether of a physical or intellectual nature will receive appropriately differentiated support 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 RSE 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 RSE. 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, p 23 for more detail).

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting Children and Young People who are at Risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE 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 senior member of staff responsible.

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 RSE 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 Safeguarding 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., the DSL, parents, Principal.

Monitoring and Evaluation

The RSE Coordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupil's work at regular intervals. The programme will be evaluated biannually by means of questionnaires/response sheets/needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Other relevant policies

- Safeguarding policy



- Behaviour policy
- Personal Social Health Citizenship Education (PSHE) policy

Topic	What is taught	When it is taught and what lesson it is taught in														
		Year 7			Year 8			Year 9			Year 10			Year 11		
	Pupils should know	Michael mas	Hilary	Trinity	Michael mas	Hilary	Trinity	Michael mas	Hilary	Trinity	Michael mas	Hilary	Trinity	Michael mas	Hilary	Trinity
Families	That there are different types of committed, stable relationships		PSHE					PSHE	PSHE			PSHE			Theology	
	How these relationships might contribute to human happiness and their importance for bringing up children							PSHE				PSHE			Theology	
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married for example in an unregistered religious ceremony							PSHE Theology				PSHE			Theology	
	Why marriage is an important relationship choice for many couples and why it must be freely entered into							PSHE Theology				PSHE			Theology	
	The characteristics and legal status of other types of long-term relationships							PSHE				PSHE			Theology	
	The roles and responsibilities of parents with respect to raising of children including the characteristics of successful parenting							PSHE				PSHE			Theology	
	How to: determine whether other children, adults or sources of information are trustworthy; judge when a family friend, intimate or other relationship is unsafe (and to recognise this in other's relationships); and how to seek help or advice, including reporting concerns about others, if needed	PSHE				PSHE			PSHE			PSHE				
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	PSHE	PSHE		PSHE			PSHE	PSHE							
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	PSHE	PSHE		PSHE				PSHE							
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they					PSHE			PSHE						Theology	

	might normalise non-consensual behaviour or encourage prejudice)															
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs			PSHE	PSHE											
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	PSHE Form Time	PSHE		PSHE Form Time			Form Time	PSHE		Form Time			Form Time		
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control								PSHE						PSHE	
	What constitutes sexual harassment and sexual violence and why these are always unacceptable														PSHE	
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal														PSHE Theology	
Online and Media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.		PSHE					PSHE								PSHE
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online		PSHE		PSHE			PSHE								PSHE
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them		PSHE		PSHE			PSHE								PSHE
	What to do and where to get support to report material or manage issues online		PSHE		PSHE			PSHE								PSHE
	The impact of viewing harmful content		PSHE					PSHE								PSHE
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners					PSHE		PSHE								PSHE
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail					PSHE		PSHE								

	How information and data is generated, collected, shared and used online		PSHE			PSHE		PSHE								
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how these can affect current and future relationships					PSHE			PSHE			PSHE				
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn in all contexts, including online							PSHE							PSHE	
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship							PSHE	PSHE						PSHE	
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively e.g. physical, emotional, mental, sexual and reproductive health and wellbeing							PSHE						Theology		
	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women			Science				PSHE					Biology		PSHE	
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others							PSHE							PSHE	
	That they have a choice to delay sex or to enjoy intimacy without sex							PSHE				PSHE				
	The facts about the full range of contraceptive choices, efficacy and options available			Science								PSHE	Biology		Theology PSHE	
	The facts around pregnancy, including miscarriage			Science		PSHE						PSHE				
	That there are choices in relation to pregnancy (with medical and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get extra help)						PSHE				Theology	PSHE	Biology			
	How the different sexually transmitted infections, including HIV/AIDS, are transmitted, how risk can be reduced through safer sex, including through condom use) and the importance of and facts about testing												Biology		PSHE	

[illegible]

RSE: Ten Ten Resources

Ten Ten Resources have an online parent portal which all parents have access to. This contains the vision of the programme, summary of all lessons as well as providing suggestions of how to engage with children at home regarding the RSE curriculum. Please find below the overview of topics taught through the Ten Ten programme:

Year	Term	Content
EYFS	Michaelmas 2	We are created individually by God as part of His creation, We are all God's children and are special, Our bodies were created by God, We can give thanks to God!
	Hilary 1	I am Me, Heads, Shoulders, Knees and Toes, Ready Teddy?
	Hilary 2	I like, you like, we all like, Good Feelings, Bad Feelings, Let's get real
	Trinity 1	Growing Up, Loving God, Loving others, God is Love:
	Trinity 2	Me, You, Us,
Year 1	Hilary 1	Special People, Treat others well, ...and say sorry
	Hilary 2	Good secrets and bad secrets, Harmful substances
	Trinity 1	Who is my Neighbour?
Year 2	Michaelmas 1	Let the Children come
	Hilary 1	I am Unique, Girls and Boys (My body), Clean and Healthy (My health)
	Hilary 2	Feelings, Likes and Dislikes, Feeling Inside Out
	Trinity 1	The Cycle of life:
	Trinity 2	Three in One, Who is my Neighbour
Year 3	Michaelmas 2	Religious understanding – Get Up!, the Sacraments, Jesus my Friend.
	Hilary 1	Personal relationships – family, friends and others. When things feel bad. Life online – sharing online, chatting online.
	Hilary 2	Safe in my body – including drugs and alcohol, keeping safe and rights and responsibilities.
	Trinity 1	A community of love – relationships with our families and friends and how we know we are loved. What is the Church?
	Trinity 2	Living in the wider world – how do we show love to others? Working together
Year 4	Michaelmas 2	We don't have to be the same, respecting our bodies
	Hilary 1	What am I looking at? Fake reality and stereotypes
	Hilary 2	I am thankful
	Trinity 1	A time for everything, big changes, little changes, a community of love, what is the Church?
	Trinity 2	How do I love others? Money matters
Year 5	Michaelmas 1	Calming the storm
	Michaelmas 2	God is calling you
	Hilary 1	Under pressure, Do you want a piece of cake?, self-talk, sharing isn't always caring
	Hilary 2	Types of abuse, impacted lifestyles, making good choices, giving assistance
	Trinity 1	The Holy Trinity, Catholic Social Teaching, What is puberty? Changing bodies
	Trinity 2	The world of work, reaching out

Year 6	Michaelmas 2 Hilary 1 Hilary 2 Trinity 1 Trinity 2	Gifts and Talents, Body Image, Sports and Sleep. Boys and Girls bodies Peculiar Feelings, Emotional changes, Seeing stuff Online Making Babies, Menstruation, Hope in Death, Coping with Change Build up others, Cyberbullying Money and Me
Year 7	Hilary 2	Who Am I? completely unique person and body and soul are created and loved by God. Changing bodies: puberty involves physical, emotional and sexual development. Healthy Inside and Out: self-esteem, what contributes to it and how to increase it. Where we come from: sexual intercourse is more than just a physical act, a gift from God for married couples. Family and Friends: different types of friendship, family structure and how to manage behaviour through consideration of thoughts, feelings, actions. My life on screen: online lives and how to safeguard themselves. Living in the Wider World: effects of their actions on others and social responsibility. Facts of Life: how to act sensitively and kindly towards others, forming friendships
Year 8	Hilary 2	Created and Chosen: what makes them unique. Appreciating Difference: ways in which people choose to articulate their identity, gender and sexual identity. Feelings: hormone production during pregnancy, physical and psychological changes, sexual attraction and managing feelings involved. Before I was born: different stages of pregnancy, pre-natal care, emotional and real impact of pregnancies. Tough Relationships: meaning of prejudice, discrimination, protected characteristics, tolerance and what these look like in reality. Think before you share: consequences of sharing images of a sexual nature and how to resist pressure to do this, how to stay safe online. Wider World: learn from history, courage of upstanders and dismantling prejudice. The Trouble with Max: impact of social media and its negative impact, stereotypes on gender
Year 9	Michaelmas 2	The search for love: desire to be loved and learn about romantic love, sexual attraction and intimacy. Love people, use things: objectification and consider the negative impact of casual sex, pornography and masturbation. In control of my choices: love and lust, shame and regret, delaying sexual intimacy to make wise and informed choices. Fertility and Contraception: methods for managing conception and how they uphold or contravene God's plan for sex. Marriage: different types of committed relationships. One Hundred Percent: consent, gaining permission and honour and respect alongside dignity. Knowing my rights and responsibilities: physical consent, sexual exploitation and human rights. Love, Honour, Cherish: valuing the gift of sex, difference between love and lust, consequences of posting sexual images
Year 10	Hilary 2	Authentic Freedom: objective reality of sex and impact on decisions around relationships. Self-image: body shame, dignity, modesty, inseparable combination of body and soul. Beliefs, Values and Attitudes: how crucial these terms are in shaping our choices. Parenthood: Rights of the Child and legal Parental responsibility. Pregnancy and Abortion: stages of life in the womb, abortion methods and legality. Abuse: four main types of abuse, what signs to look for, access to support. Solidarity: FGM, human trafficking, honour-based violence. Babies: protection of the unborn child, saving sex for marriage, options available for unexpected pregnancies

Year 11	Hilary 1	<p>Self-worth: person's beliefs, values and attitudes are affected by formative experiences and how a person's faith and belief can positively influence the way they respect themselves and others. Addiction: effect on a person's life, statistics about drugs and addiction, strategies to overcome short term highs</p> <p>Eating disorders: pressure, stress and anxiety contribute to poor emotional help and manifestation in different ways, how reducing self-criticism and practicing gratitude can improve mental and emotional wellbeing. Birth control: saving sex for marriage, fertility and contraception, Natural Family Planning, Church teachings. Pornography: facts and figures about the porn industry, unrealistic expectations and unhealthy sex education, links to masturbation.</p> <p>STIs: facts and figures, responsibility of getting tested, emotional and psychological impact of engaging in casual sex.</p> <p>Coercive Control: forms of coercive control, victim blaming and societal attitudes towards misogyny and sexual violence, support avenues.</p>
Sixth Form	Y12: Hilary 1 Y13: Michaelmas 2	<p>Ten Ten Common Room: drugs, alcohol and romantic relationships when entering into Sixth Form.</p> <p>Bakhita's prayer: human trafficking</p>

