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Bishop Challoner School



Relationships and Sex Education Policy

Quantum Potes Tantum Aude

Our school ethos is built upon our values of **Dare to do your best.**

Mission Statement

Through faith and a broad education, Bishop Challoner School strives to develop and nurture each child's unique talents. To Live, Love and Learn like Christ and fulfil their true potential in an ever changing world.

In accordance with our Mission statement at Bishop Challoner School we strive to secure a shared vision for all associated with our school community. Relationships and Sex Education is an integral part of the curriculum for all students in Years 7 to 13 and takes place within the theological, spiritual and moral context of the Roman Catholic traditions.

RELATIONSHIPS AND SEX EDUCATION POLICY OVERVIEW

Bishop Challoner School is in the Catholic Diocese of Southwark

A significant proportion of our students are Catholic and Bishop Challoner School is founded upon Catholic values. As a Catholic school we therefore base everything we do on Catholic values and teaching.

Defining Relationships and Sex Education

The DFE guidance defines RSE as 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. 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. The DFE identifies three main elements: 'attitudes and values, personal and social skills, knowledge and understanding.'

Moral and Values Framework

"I have come that you may have life and have it to the full," (John 10:10)

This policy is founded upon Christian Values and teachings of the Catholic Church. The inclusion of positive, person centred education is at the heart of Catholic Christian education and this education is basically about the development, growth and journey of the whole person towards becoming fully human, fully alive as a unique creation made in God's image (Genesis 1:26). Education must take full count of the integrity of the whole human person one body, one soul. Thus the gift of sexuality must be seen as intimately bound to human relationships, especially that of the sacrament of marriage within the Catholic faith.

“God is love and in himself a mystery of personal loving communion. Creating the human race in his own image.... God inscribed the humanity of man and woman the vocation, and thus the capacity and responsibility, of love and communion.” Catechism of the Catholic Church (Para. 23331-2364).

Requirements of the 1988 Education Act and Directives from the Bishop’s Conference

The 1988 Education Reform Act states that schools should provide a curriculum which promotes the *“spiritual, moral, cultural, mental and physical development of pupils and of society and prepares such pupils for the opportunities, responsibilities and experiences of adult life.”*

Relationships and sex education is an integral part of the growth and development of pupils and cannot be neglected if the academy is to fulfil its statutory obligation.

Circular 0116/2000 from the department for education makes specific requirements of schools. All Catholic maintained secondary schools are required to make provision for sex education for all pupils registered at the school. Sex education must include education about HIV and AIDS and other sexually transmitted diseases. The legislation makes note that voluntary aided schools will take a particular religious perspective. (Circular 0116/2000, para 1.7).

Description of Policy

This policy takes into account documentation from the Catholic Education, The New Catechism of the Catholic Church, ‘All that I am’ and government recommendations made.

We believe that:

“.....Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities They should receive a positive and prudent education in matters relating to sex.... and young people have the right to be stimulated to make sound moral judgments based upon well informed conscience and put them into practice with a sense of personal commitment....”

Gravissimum Education (Para.3), Second Vatican Council

The Role and Responsibility of Parents

Parents are the first and most important educators of their children in terms of faith and secular matters and this is particularly so in the often sensitive areas of relationships, sex and health education. St Thomas More sees its role as being supportive to parents, by providing an educational and community environment where young people can grow and mature.

In compliance with statutory regulations parents will be consulted before the teaching of any area of the relationships and sex education programme which is not part of either the National Curriculum or the content of an examination course. It is the parent’s right to request that their child be excused from sex education within RSE only. It is hoped that parents will allow their child to participate in all aspects of sex education within the college. Any parental request to withdraw their child from a particular series of lessons should be handled sensitively and in every instance referred to the Headteacher, Mr Wallace.

Vision of Humanity

Our programmes and Schemes of Learning are based on a vision of humanity found in scripture and the teaching of the Church.

'All human beings are made in the image and likeness of God' (Genesis 1:26)

We are an expression of God's love and are in turn called to return that love. This finds expression in our love of God and our fellow human beings. Sexuality, which is a gift from God, is an integral part of our nature, to be cherished and nurtured.

We express our sexuality in many ways which are dependent on whether we are married or single.

'In marriage, the mutual love of husband and wife becomes an image of the absolute and unfailing love with which God loves man'

Catechism of the Catholic Church (Para 1604)

All educational programmes and Schemes of Learning should conform to the teachings of the Holy Catholic Church. In addition, it is important that any learning materials and resources are carefully checked and all outside speakers are sympathetic and understanding of the aims of the College.

Aims

Through the relationship and sex education programme we aim to support the personal moral and social development of all students, ensuring that they have the ability to accept their own and others sexuality in positive ways; to appreciate relationships based on mutual respect, dignity and responsibility, free from abuse. To ensure the teaching of relationships and sex education within the academy is not isolated and is clearly placed within a moral framework, where sexuality is taught it is always in the context of relationships and responsibilities.

Christian values are the foundation upon which this policy is built, but it should be delivered in such a way that does not preach but rather informs and helps a student, enabling them to reach their own conclusions upon thoughtful reflection, in the light of Christian values and the teaching of the Catholic Church.

Objectives:

- To be holistic – encompassing all aspects of the student – mind, body/soul, so as to engender growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- To be integrated into the curriculum, particularly within the Pastoral Curriculum, Religious Studies and Science.
- To explore what makes us human, from where true happiness evolves and have an appreciation for the values of family life.
- To enable students to have an understanding that love is central and the basis of all meaningful relationships. To enable students to reflect on their own relationships and recognise the qualities that help relationships to grow and develop positively.

The matrimonial covenant, by which a man and a woman establish between themselves a partnership of the whole of life, is by its nature ordered toward the good of the spouses and the procreation and education of offspring; this covenant between baptized persons has been raised by Christ the Lord to the dignity of a sacrament. "

Catechism of the Catholic Church (para 1601)

- To understand their own body and physical and emotional development, particularly through puberty. To have an understanding of their own fertility. To understand the options available for family planning and the Catholic Churches teachings related to natural and artificial forms, particularly those that are abortifacient.
- To explain the process of human procreation.

'Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations.' (Jeremiah 1:5)

- To understand and give sensitive consideration to the beliefs, values and culture of others.
- To help with the careful consideration of and teaching on homosexuality.

'The number of men and women who have deep-seated homosexual tendencies is not negligible. This inclination, which is objectively disordered, constitutes for most of them a trial. They must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard should be avoided.

These persons are called to fulfill God's will in their lives and, if they are Christians, to unite to the sacrifice of the Lord's Cross the difficulties they may encounter from their condition.'

Catechism of the Catholic Church (para 2358)

- To emphasise the Christian belief in the Sanctity of Human Life.
- To consider AIDS and related issues.
- To encourage students to be aware of their own attitudes and values and have a sense of responsibility for themselves. To help students resist peer, social and media pressures where necessary. To help students develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality. To explore issues caused through the rise in social media relating to forming loving and trusting relationships.
- Most importantly to provide a forum where students can share openly, offering a climate of support where they know they will be listened to sensitively. This will facilitate a non-judgemental environment for continued growth where students can ask questions with the confidence that they will be listened to and misinformation will be sensitively corrected.

Organisation of the Relationships and Sex Education Programme

The team responsible for planning, delivery and evaluation of the programme:

- Head of Religious Education.
- Head of Science
- Heads of Section

All staff should be aware of the content of the policy in order to support the pastoral care of students. The chaplain and outside agencies are expected to support the policy and underlying ethos behind it.

The Structure of the Curriculum:

There are three core themes included in the curriculum, within which there will be a broad overlap. It is adaptable to the age and ability of all students (this includes primary and secondary students):

- **Created and loved by God** – This explores the individual. It focuses on the Christian imperative to love self, the fact that we are all made in the image and likeness of God, showing 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 relationship with others. It focuses on the fact that 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 and global** – This explores the individual's relationship with the wider world. It focuses on human beings being 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 scheme.

Training Provision

Members of staff involved in the implementation of the policy within the school will be supported whenever necessary by appropriate training and advice. Resources will be made available to staff to support understanding of Catholic teaching where appropriate.

Outside Speakers / Agencies

All outside speakers and agencies will be contacted before coming into school to ensure that both parties are clear about exactly what is to be delivered. An initial meeting should take place wherever possible between the speaker and a representative from the school. This works well as everybody is clear about what can and can't be taught and the context of discussions. Bishop Challoner School has a good relationship with a variety of outside agencies and works in partnership with our NHS service and PCSOs.

When working with visiting speakers we have a responsibility to ensure that both the content and practice accord with school policy. It is important that:

- The session should be planned in discussion with the organising Head of Department / Head of Section if different.
- A clear brief should be given to the speaker, with a copy of the School's Mission Statement and appropriate policies, along with information about the target group and curriculum context.
- Follow up and evaluation of the input with students should be planned at the time of booking.
- A member of staff should be present at the initial talk. This would usually be the class teacher.
- Any leaflets or other materials to be given out to students or used in the classroom should be seen by an appropriate member of staff before being distributed.

Methodology and approach, including explicitness and handling of controversial topics

Family Life and Sex Education in the school will be delivered within particular subject areas and in accordance with the relevant National Curriculum criteria and/or Schemes of Learning. Where controversial issues are considered, there will be the opportunity to reflect not only on the biological and sociological facts but the topics will at some point be placed within a moral context and considered in the light of Christian teaching.

Specifically:

Ethical issues – (Inc; Stem cell research, cloning, genetic engineering etc.) Students will be taught the Catholic views on the issue and also be given the opportunity to discuss all views in an appropriate manner.

Homosexuality – When the issue is explored it will be considered in the context of the Church's teaching on human sexuality, the aim will also be to promote tolerance and counter prejudice.

Contraception – Students will be presented with the Church's teaching. They will also have the opportunity to discuss and consider a variety of options on this topic.

Abortion – Students will consider the religious and humanitarian objections to abortion as well as arguments supporting the practice.

Specific class/group arrangements

Key departments (see previous) and outside agencies will lead the delivery of the programme supported by pastoral sessions, as appropriate. Bishop Challoner School also follows the schemes of learning from Ten Ten resources, which are approved by the Diocese. Outside agencies deliver talks to year groups as specialists.

Equal Opportunities

Issues relating to equal opportunities will be discussed and developed as appropriate.

Students with special educational needs

In planning relationships and sex education for students and special educational needs (including disabilities) teachers will need to consider whether:

- Particular aspects of the programme need to be emphasised/expanded or given more/less time. Materials from an earlier Key Stage might be used or adapted.
- Activities should be adapted to provide support for students with difficulties in cognition and learning or communication and interaction. This could include placing greater emphasis on discussion, modelling, role-play and mechanisms for recording students' thoughts that do not necessarily rely on written materials.

Procedures for reviewing the effectiveness of programme

Individual subjects will evaluate their own programmes of study. It is desirable that staff directly involved in teaching the programme will meet to share and discuss any issues or concerns which arise. The Departments will with the SLT review the programme as appropriate. It will also be reviewed bi-annually as part of the whole school departmental review process. Students will be assessed in accordance with subject arrangements.

Criteria for selection of resources

The resources used to support the teaching of this policy within the school will first be selected on the basis that they reflect the Christian values and the teaching of the Church. Secondly they must also fulfil the criteria laid down by the Syllabi; Clarification of the Church's teaching will be given where necessary.

Dissemination of the policy

There has been a consultation process involving the relevant staff and the school representatives. The policy is stored centrally and available to all staff and local schools representatives. Parents are able to access a copy of the policy from the School website. Parents may comment/make representation, if they wish to do so.

Exclusions

Mentoring of individual pupils takes place in all year groups. Pupils to be mentored are referred through the pastoral structure or outside agencies and can be related to problems/concerns of a personal nature. When meeting health professionals and some outside agencies Bishop Challoner School recognises that professionals may respect patient confidentiality where deemed appropriate by that professional.

Monitoring and Evaluation

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

Attached

- Appendix 1 – Overview of the TenTen resources
- Appendix 2 – Example of wording for letter to parents.

Appendix 1

YEAR 7 OVERVIEW

| Subject | Core Theme | Year 7 Session title | Description |
|---------|-------------------------|------------------------|---|
| RE | Religious Understanding | My Body | The core Religious Understanding taught at the outset of this module is that we are created as one whole person, both body and soul. Students will understand that part of loving and accepting themselves in the way that God sees, loves and respects them is to see, love and respect their body as a given aspect of who they are. Students will know that their uniqueness, value and dignity derive from God and subsequently recognise the respect they should have for themselves as persons. |
| PSHE | My Body | Changing Bodies | Building on this Religious Understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes. |
| | Emotional Well-Being | Healthy Inside and Out | In this session, students identify what contributes to self-confidence and self-esteem. Building on the previous exploration of body shapes and sizes, they will explore the effect of body image on self-esteem and learn techniques to help them increase self-confidence and self-esteem. |
| | Life Cycles | Where We Come From | Rooted in the Religious Understanding that we are both body and soul, enables students to understand sexual intercourse within a scientific, moral and religious context. This leads students to a richer understanding of human reproduction including fertility and the menstrual cycle. |
| | Personal Relationships | Family and Friends | In this session, students will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, consider appropriate and inappropriate behaviour with families and friends and understand the qualities of true friendship versus popularity. |
| | Keeping Safe | My Life on Screen | Rooted in the RE teaching about our bodies, students will explore what it means to have an 'online body' or identity, and if this differs from their core identity. Students will recognise that they are responsible for their online behaviour and how to inform their conscience. NB This lesson should be taught in addition to a wider online safety curriculum, not replace it. |
| | Wider World | Living Responsibly | This session builds on learning in previous sessions about appropriate and inappropriate behaviour within our local, national and global community. It explores social responsibility, respect for self and others, and what it means to be a responsible and active part of these communities. |

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| All 7 sessions will fit into a 50-minute lesson | All PSHE sessions can be divided into 2 x 25-minute sessions, providing a total of 12 x 25-minute lessons per year group | All sessions can be extended, providing 14 x 50-minute lessons (2 in RE and 12 in PSHE). |
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YEAR 8 OVERVIEW

| Subject | Core Theme | Year 8 Session title | Description |
|---------|-------------------------|-----------------------------------|--|
| RE | Religious Understanding | Created and Chosen | To begin this Year 8 module, this foundational RE lesson helps students to develop an appreciation that their deepest identity is in God; as people created, chosen and loved by God. Students will learn that science proves their uniqueness and they will celebrate the uniqueness of their God-given body, nature, gifts and talents. |
| PSHE | My Body | Deepest Identity | Building on the core teaching in the Religious Understanding session about our deepest identity being in God, students will learn about some of the ways people may choose to articulate their identity, including gender and sexual identity. They will learn that 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. |
| | Emotional Well-Being | What do I do with these feelings? | This session explores sexual attraction and sensual pleasure and helps students to understand these feelings within the context of our deepest identity being rooted in God. This leads to an exploration of all kinds of pressure: spoken and unspoken, positive and negative, from self and others. Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this. |
| | Life Cycles | Before I Was Born | Building on the teaching that we have been created and chosen by God, students will learn about the stages of life from conception to birth and engage in discussion about the moment of conception and explore views about when life begins. Students will also learn about the negative impact of substance use on both male and female fertility. |
| | Personal Relationships | When Relationships Get Tough | Students will learn how to care for and love another regardless of difference; this includes an understanding of the 'protected characteristics' such as disability, gender reassignment, race, religion, sex, sexual orientation, etc. Students will be taught how to recognise and resist bullying, coercive or controlling behaviour, and consider who they can talk to about difficult relationships or issues. |
| | Keeping Safe | Think Before You Share | In this session, students will explore the legal, moral, social and personal impact of sharing images of a sexual nature. Building on the previous sessions about their God-given identity, students will understand that not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation. NB This lesson should be taught in addition to a wider online safety curriculum, not replace it. |
| | Wider World | Living in an Unjust World | Exploring the issue of prejudice, students will recognise that we are called by God to love and respect one another; seeing in the other person a son or daughter of God and that a person has a value and dignity that far surpasses their culture, race, religion, sexual orientation, choices and attitudes. |

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| Each session will fit into a 50-minute lesson | All PSHE sessions can be divided into 2 x 25-minute sessions, providing a total of 12 x 25-minute lessons per year group | All sessions can be extended, providing 14 x 50-minute lessons (2 in RE and 12 in PSHE). |
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YEAR 9 OVERVIEW

| Subject | Core Theme | Year 9 Session title | Description |
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| RE | Religious Understanding | The Search for Love | This RE lesson begins the Year 9 module by exploring the search for love that is part of human nature. Students explore the notion that our search for love is not ultimately satisfied by another human being, however wonderful this may be; that human love is a sign of the "greater love" of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human that should be delayed until marriage. |
| PSHE | My Body | In Control of My Body | Building on the teaching in RE about sexual intimacy, this session explores some key issues for Year 9 students regarding physical intimacy: How far is too far? Pressure to perform or look a certain way, Bodily autonomy, Respecting self and others. Students will consider how to take care of their bodies in a variety of different ways. |
| | Emotional Well-Being | In Control of My Choices | This session helps students to understand the importance and benefits of delaying sexual intimacy. It explores sexual experimentation, virginity, the difference between love and lust, and dealing with shame and regret. Students will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices. |
| | Life Cycles | Fertility and Contraception | Students will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will be taught the Church's teaching on contraception and the value of life, and they will learn the specific ways in which the contraceptive pill functions, its drawbacks and its potential to act as an abortifacient. |
| | Personal Relationships | Marriage | In this session, students will be given an opportunity to consider their own future plans for their relationships and be taught the virtue of being kind to themselves. Discussion around various types of committed relationships (eg civil marriage, civil partnerships, forced marriage, monogamy, etc) will lead to teaching about the nature and importance of sacramental Christian marriage. |
| | Keeping Safe | One Hundred Percent | In this lesson, students will be taught that they autonomy and the right to protect their body from inappropriate and unwanted contact. They will be taught the law in relation to consent and learn that consent given under pressure or coercion is not true consent. This leads to an exploration of sexual exploitation, consent online and grooming. |
| Wider World | Knowing My Rights & Responsibilities | This session takes a global view, enabling students to explore wider human rights and responsibilities including immunisation, vaccines, the right not to be harmed and freedom from coercion. The session also explores tensions between human rights English law, and cultural and religious expectations. | |

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| Each session will fit into a 50-minute lesson | All PSHE sessions can be divided into 2 x 25-minute sessions, providing a total of 12 x 25-minute lessons per year group | All sessions can be extended, providing 14 x 50-minute lessons (2 in RE and 12 in PSHE). |
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YEAR 10 OVERVIEW

| Subject | Core Theme | Year 10 Session title | Description |
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| RE | Religious Understanding | Authentic Freedom | The faith foundation at the start of this module for Year 10 enables students to understand more fully the virtue of chastity and how training in self-control can lead to authentic freedom. Students will develop their appreciation of sensual pleasure as a gift from God and know 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. |
| PSHE | My Body | Body Image | Building on what gives us authentic freedom, this session explores what might inhibit this freedom, particularly in relation to our physical bodies. The session enables students to challenge the notion of 'idealised' bodies in the broadcast media and on social media. The session explores notions of 'dignity' and 'modesty' in relation to the body. |
| | Emotional Well-Being | Values, Attitudes and Beliefs | In this session, students take time to ascertain their own core values and beliefs, and also consider when it is appropriate to re-evaluate such attitudes and beliefs. They will learn how to develop respect for themselves and others, regardless of difference, and learn strategies for building self-esteem and self-confidence in healthy ways. |
| | Life Cycles | Pregnancy and Abortion | This session begins with a return to the teaching in Year 8 about the stages of life from conception to birth. Students will then explore the consequences of an unintended pregnancy and learn where they can get support and help. They will also learn about the current legal position on abortion, the risks associated with it, and understand the Church's teaching about abortion. |
| | Personal Relationships | Parenthood: Ready or not? | Building on the previous session about pregnancy, students will learn about the legal responsibilities of parenthood, the role of marriage as the basis for family life and its importance to bringing up children. Students will explore the difference between sacramental marriage, civil marriage, civil partnerships and other long-term relationships, and they will consider the impact of divorce and separation on children. |
| | Keeping Safe | Exploitation | In this session, students learn about physical, emotional, domestic abuse and neglect. By focusing on the testimonies of fictionalised characters, the sessions explore danger signs in friendship, consent, pornography and masturbation, and inappropriate online content. Students will identify safe people and places, and they will be taught strategies for dealing with exploitation. |
| Wider World | Moral Questions | Students will consider justice and discrimination and be challenged to make discerning judgements on matters regarding religion, gender, sexuality, euthanasia, consent, bodily autonomy, FGM, etc. | |

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| Each session will fit into a 50-minute lesson | All PSHE sessions can be divided into 2 x 25-minute sessions, providing a total of 12 x 25-minute lessons per year group | All sessions can be extended, providing 14 x 50-minute lessons (2 in RE and 12 in PSHE). |
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YEAR 11 OVERVIEW

| Subject | Core Theme | Year 11 Session title | Description |
|---------|-------------------------|--------------------------------|---|
| RE | Religious Understanding | Respect | In this foundational session at the start of the Year 11 module, students will explore the deeper meaning of 'respect': to see the whole person. They will learn about personhood and the innate dignity that comes with being a human created by God. Students will learn that God loves us and wants the best for us and yet respects our freedom. Student will develop a deeper awareness of how to form one's own conscience. |
| PSHE | My Body | Keeping Well... on the Outside | This session explores physical health at a stage appropriate for Year 11, including factual information about testicular and breast self-examination, as well as attending smear and prostate checks. Students will examine the importance of fitness for physical and emotional well-being, nutrition, self-discipline, moderation and the effects of drugs and alcohol on the body and mind. |
| | Emotional Well-Being | Keeping Well... on the Inside | Building on the previous session, students will learn about strategies for maintaining positive mental health and wellbeing, and they will explore what happens when things go wrong including the negative effects of pressure, stress, anxiety, depression, self-harm and suicidal thoughts. Students will learn how to develop resilience through gratitude. |
| | Life Cycles | Family Time | Building on the KS3 teaching, this session helps students to develop a deeper appreciation of the gift of fertility. Here, students will be taught about 'Natural Family Planning', and how this differs from other forms of contraceptive and abstinence. Students will also learn that fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age. |
| | Personal Relationships | Can't Stop the Feeling | Exploring the topic of sexual desire, students will develop a deeper understanding of how to cultivate healthy relationships and they will learn from other's experiences of abstinence, marriage and commitment. The session also covers consent, pornography, unwanted sexual attention, respect and tolerance. |
| | Keeping Safe | Sexual Health | Students will learn about how STIs and HIV/AIDS are transmitted and how to avoid them, where to seek medical or impartial advice, and the legal and emotional effects of rape for both victim and perpetrator, including gender double standards and victim-blaming. |
| | Wider World | It's a Hard World | Students will develop a richer understanding of Catholic Social Teaching of the human person: solidarity; care for God's creation; call to family, community and participation; looking after the poor and vulnerable; rights and responsibilities; and the dignity of work and the rights of workers. Time-permitting, topics covered include homophobia, transphobia, racism, misogyny, radicalisation, FGM, honour-based violence and human trafficking. |

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| Each session will fit into a 50-minute lesson | All PSHE sessions can be divided into 2 x 25-minute sessions, providing a total of 12 x 25-minute lessons per year group | All sessions can be extended, providing 14 x 50-minute lessons (2 in RE and 12 in PSHE). |
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| Year 12 | Year 13 | |
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|  |  | <ul style="list-style-type: none"> - Each session fits into a 50-minute lesson; - Guidance will be given on how to divide the session in two to create 25-minute sessions (not Session 1: Film and Discussion); - "Film and Discussion" sessions are designed to work with whole year groups or half-year groups. They include prayer and reflection, so are best being led by members of staff confident leading this aspect of the work. - Alternatively, a Ten Ten facilitator can be booked to lead these sessions in school. |
| <p>Session 1: Film and discussion session</p> <p>Session 2: Life in Sixth Form (Part 1)</p> <p>Session 3: Life in Sixth Form (Part 2)</p> | <p>Session 1: Film and discussion session</p> <p>Session 2: Human Trafficking (Part 1)</p> <p>Session 3: Human Trafficking (Part 2)</p> | |

Appendix 2

Parents and Carers

We recognise that parents and carers are the principle and the most important educators of their children in all aspects of education including RSE. As a Catholic school, we support parents and the Church as the supporting vehicle by which the Church's teaching on relationships, sex and family life is passed on. Therefore, the school will support parents by ensuring the programme of study will be available on our website for parents and carers to see. The school will be advertising and prompting the TenTen parent portal app so that parents and carers are able to engage with their children about the topics they are discussing currently and what will be discussed next.

As in line with statutory guidance parents have the right to withdraw their child from Sex Education but not Health or Relationship Education "up to and until three terms before the child turn 16. After that point, if the child wishes to receive sex education rather than be withdrawn", the school will make arrangements for the child to join RSE classes. All requests for withdrawal must be submitted in writing addressed to the Headteacher for action.

All lessons will be dealt with sensitively and with compassion. However as is the nature of RSE, issues connected to child protection might arise and they will be dealt with in accordance with our Safeguarding policy.

Responsibility for Teaching the Programme and monitoring

Responsibility for the specific delivery of the programme will primarily rest with the RE Department. However, all staff have a collective responsibility to be active in helping all learners to develop healthy relationships and attitudes towards RSE. They will do this by modelling attitudes and values ascribed to the RSE programme and support learners by being role models of good healthy, wholesome relationships, being active in contributing and developing the learners personal and social skills. All staff will be expected to uphold the Catholic Ethos of the school and how this directly relates to RSE teaching.

The Head of RE has the responsibility to work alongside trustees, parents, learners, the Headteacher and the RE Department to ensure the implementation of this policy is thoroughly carried out and that parents are made aware.

It is also their responsibility to ensure the trustees are supported in monitoring and evaluating the provision of RSE programme by examining plans and schemes of work making sure they remain fit for purpose. The school will be using the TenTen assessments to monitor the effectiveness of the programme and to adapt where necessary. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.