



St Richard Reynolds Catholic High School

Policy: Relationship and Sex Education

Date of publication:

Date of approval by Governing Body: June 2025

Date of next review: As required

1. Policy Development and Consultation

In this policy the governors and teachers, in partnership with students and their parents/carers, set out their intentions about Relationships & Sex Education (RSE). We set out our rationale for, and approach to, Relationships & Sex Education in the School.

Any material changes to the policy will normally involve consultation with the following groups:

- Students
- Parents / carers
- Staff
- School governors (Nadia Galindo-Slim, RSE Governor)

Review of Policy

This policy will be reviewed as required by the Principal, RSE Co-ordinator, the Governing Body (Nadia Galindo-Slim, RSE Governor) and staff.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Details of the content of the RSE curriculum and policy will also be published on the College's website.

2. Introduction

"God is love, and a person who lives in love, lives in God and God lives in them". 1 John 4:16

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are loved, listened to, challenged and inspired.

This policy is based on a number of key national and local documents including:

- Keeping Children Safe in Education (DfE, 2020)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)

This policy should be read and understood with reference to other College policies including:

- Safeguarding & Child Protection Policy
- College Mission Statement
- Online Safety Policy

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. All parents/carers and teachers are called to develop the whole person: physically, intellectually, emotionally, psychologically, aesthetically, sexually, morally, spiritually and religiously. Relationships & Sex Education is an integral part of this development of the whole person. As Catholics we see all these areas as graced by God and leading to God. We also believe that our Catholic tradition provides us with key insights into God's plan for the fulfilment of each person.

Definition of Relationship & Sex Education:

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"¹. It is about the development of the student's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."² This would include the topics of families and the people 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)."³

Statutory Curriculum Requirements:

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

3. Rationale

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

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 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. 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 (and the Welsh Assembly Government) 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 students. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All 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 students have a fundamental right to have their life respected whatever household they come from. It will also prepare students for life in modern Britain.

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 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.

4. Aims and Objectives

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.

The aims and objectives of the RSE programme are:

- to promote and develop attitudes and values which are truly Gospel inspired, such as love, truth, honesty, justice, respect for the dignity of every human being, integrity, mercy, compassion, reconciliation and freedom;
- to provide an accurate knowledge and understanding about sexuality and relationships in the light of Catholic teaching which is appropriate to the age, gender, ethnicity and ability of the student;
- to develop personal and social skills, including but not limited to, the ability to make sound judgements, to form friendships and loving, stable relationships, to manage emotions and conflicts within relationships, developing self-esteem and confidence and building resilience;
- to recognise and value their own sexual identity and that of others;
- to empower students to keep themselves safe from harm and to protect themselves from exploitation;
- to take responsibility for their own actions and to have a recognition of the impact of these on others;
- to enable students to discern and make choices in the light of the teaching of the Catholic Church.

5. Working in partnership

Parents/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 College 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. Support, understanding and advice will be offered to parents/carers to deal with sensitive issues they may need to address.

- a) The College will provide in advance, information to parents/carers and opportunities for consultation and involvement in the Relationships & Sex Education programme. Parents/carers will also be able to view examples of resources used in the delivery of the RSE programme. Parents/carers can therefore be prepared to talk and answer questions about their children's learning.
- b) 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 College 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 College's RSE programme to meet their child's needs
- c) Parents/carers do not have the right to withdraw their children from Relationships Education. Parents/carers have the right to withdraw their child from Sex Education programme, except those elements which are required by the National Curriculum science orders, up to and until three terms before the child turns 16. The College sees Relationships & Sex Education as an integral part of the religious dimension of College life, however, should parents wish to withdraw their children from Sex Education, they are asked to notify the College by contacting the Principal in writing and in advance so that alternative and appropriate supervision can be provided. 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).

Governors:

The Foundation governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. The governors of this Catholic school acknowledge and intend to promote the consistent teaching of the Catholic Church in the fulfilment of their ecclesial and statutory duties, for the benefit of the children in their care. They will do this by:

- drawing up the RSE policy, in consultation with parents and teachers;
- ensuring that the policy is available to parents;
- ensuring that the policy is in accordance with other whole school policies, e.g. SEN, the ethos of the school and our Christian beliefs;
- ensuring that parents know of their right to withdraw their children;
- establishing a link governor to share in the monitoring and evaluation of the programme, including resources used - Nadia Galindo-Slim;
- ensuring that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Principal and delegated responsibility:

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

RSE Co-ordinator:

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 curriculum deputy and the designated safeguarding lead).

Staff:

- a) All teachers have a responsibility of care; to both foster academic progress and actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. Teachers and all those contributing to the RSE programme, are expected to work in accordance with the Catholic ethos of the College.
- b) 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.
- c) 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.

External Visitors:

Our College 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 College delivering a session. All visitors involved in supporting the College's delivery of its RSE programme will be assessed using the Catholic Education Service's 'Checklist for External Speakers to Schools'⁴.

Health professionals should follow the College'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

6. Inclusion and Differentiated Learning

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

7. Equalities Obligations

The governing body has wider responsibilities under the Equality Act 2010 and will ensure that our College strives to do the best for all of the students, irrespective of age, marriage and civil partnership, disability, race, religion or belief, pregnancy and maternity, sex and sexual orientation and gender reassignment.

We recognise that there are some students who may require particular support because of their individual learning needs or disabilities or who have social and communication difficulties. Where necessary, learning and teaching methods will be differentiated.

⁴ CES Checklist for External Speakers to Schools, 2016

8. Programme and Resources

Three aspects of RSE (attitudes and values, knowledge and understanding, and personal and social skills) will be provided in three interrelated ways: through the whole College ethos, through a range of cross-curricular lessons and through a specific RSE programme within the PD curriculum (see Appendix 1). Learning about RSE in PD lessons will link to and complement learning in those areas identified in the RSE audit across the whole curriculum. At Key Stage 3 & 4, Relationships & Sex Education is delivered in three main curriculum areas: Science, RE, PD, and Tutor Time. At Key Stage 5, Relationships & Sex Education is delivered through the Sixth Form PD and Tutor Time.

All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for students 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.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health. The Learning Objectives for each lesson are developed from the Catholic Education Service model secondary RSE curriculum. (see Appendix 2). Overall coordination of the programme is the responsibility of the delegated senior leader for RSE and, in each area, the Subject Leader is responsible for the delivery, monitoring and evaluation of their part of the curriculum. The whole programme is reviewed on an annual basis, including the effectiveness of resources and the need for further staff training.

Lessons will always be planned in the context of Catholic teaching, while at the same time delivering a balanced programme that offers a range of viewpoints on issues. Across the College, we will be following a curriculum programme called "Life to the Full" which is provided by Ten Ten. Ten Ten have been engaged by the Catholic Education Service and the Bishops' Conference of England & Wales to develop and deliver RSE resources and training for Catholic schools. This curriculum programme provides a fully-resourced, creative, media-rich scheme of work in Relationships Education and RSE that meets new statutory guidelines and has its foundation in a Christian vision of human sexuality. At Key Stage 5, the RSE curriculum will be planned and resourced in-house by our teachers, and will be an extension of the programme taught in previous key stages. Students will have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Teachers will ensure that lessons are:

Catholic: all RSE will be rooted in our Catholic faith and values;

Positive: our sexuality is a gift from God and our lessons will help students feel positive about themselves;

Joyful: teachers will aim to be relaxed and confident in lessons so that students feel able to learn;

Age appropriate: there are differing stages of development and young students will require different guidance to older ones;

Moral: teachers will present moral reasons based on Natural Law for Catholic principles, rather than solely religious ones. All students deserve clear moral guidance: correct use of our sexuality should not be seen as "just for Catholics". We will seek to build student capacity for moral judgement (conscience) and taking responsibility for their actions;

Factually accurate: students will be informed, as appropriate to their age, about things such as STIs, HIV/Aids, FGM, contraception, abortion, celibacy and the damaging effects of pornography, so that they are able to make wise decisions;

Acts of Witness: in communicating a Christian message of love, teachers will always model Christ's love for and value of young people. In particular, teachers will not judge students or their families.

The following **ground rules** will be used in all RSE lessons.

- a) We are dealing with areas that concern us all, which are serious matters and need mature discussion. We will use respectful language at all times and correct terminology, rather than slang words. We will listen to each other.
- b) We are never talking about any person or family in the class. If an example we discuss happens to fit one person, it is pure coincidence. We never ask or answer personal questions.
- c) We will not discuss what the class says with other students. We may discuss areas with our parents/carers or form tutor.
- d) We will ask questions in a respectful way, using a question box if this is appropriate, or speaking to our form tutors, progress leaders or parents/carers if we are worried about anything.

A range of teaching methods may be used, including question boxes, role play, group work, worksheets, paired discussion, class discussion, brainstorming, films and video clips, case studies, reflection, quizzes and games.

Students' questions:

We want to promote a healthy, positive atmosphere in which RSE can take place. Students will be encouraged to ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from others.

There will always be sensitive or controversial issues in the field of RSE. These may be matters of maturity, of personal involvement or experience of students, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. We believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. 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. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school. The use of ground rules, agreed between teachers and students, will help to create a supportive climate for discussion.

9. Confidentiality and Safeguarding

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 College'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, Principal, but that the pupils would always be informed first that such action was going to be taken.

10. Arrangements for Monitoring & Evaluating Effectiveness

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

Appendix 1 - Example RSE Curriculum

Tutor Time Personal Development - KS3&4 with RSE Topics highlighted in red

Tutor Time PD	Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	1	Introduction to PD	Introduction to PD	Introduction to PD	Introduction to PD	Introduction to PD
	2	Transition to secondary school	Goal setting	Vaping	Consent	Consent
	3	Family	Body image & self confidence	Alcohol	Sexual Harassment	Vaping/Smoking
Autumn 2	4	Offensive Behaviour/Bullying	Protected Characteristics	Unconscious Bias & Stereotypes	Equality	Careers*- College Applications
	5	Unconscious Bias & Stereotyping	Online Misogyny	Earning money & economy	Finding Work Experience (JKI Assembly)	Drugs
	6	British Values	Toxic Masculinity	Healthy Relationships	Work Experience & Unifrog	MOCKS
Spring 1	7	Children's Rights	Drugs	Romantic Relationships	Self-Harm	Fighting & Violent Behaviour
	8	Respectful Relationships	Smoking & Vaping	What makes a good employee	Anxiety	First Aid: CPR/Recovery Position
	9	Relationship Breakdown	Alcohol	Using AI	Sleep	Job Applications
Spring 2	10	Skills Analysis	Extremism, Radicalisation & Grooming	Homophobic Bullying	Cannabis & Nitrous Oxide	Money & Risk
	11	Importance of Work	Disability discrimination	Hate Crimes	Eating disorders & body dysmorphia	Tax
	12	Unifrog	Unifrog	Unifrog	Opening a bank account	Teen Employment
Summer 1	13	Friendships & Gangs	Harmful Sexual Behaviour	Revision Techniques	Risks of gambling	Time Management

Tutor Time PD	Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
	14	Extremism, Radicalisation & Law	Employment Law	Misogyny, radicalisation and incel subculture	Revision Techniques	Mental Health-Positive behaviours
	15	Bystander	Gender Pay Gap	Knife Crime	Solidarity	Managing Stress
Summer 2	16	Staying Safe	First Aid: Water Safety	Gangs & County Lines	Coercive Control	
	17	First Aid: Introduction	First Aid: Bleeding	First aid: CPR	First aid: CPR	
	18	First Aid: Helping in an emergency	First aid: Choking	First Aid: Defibrillator	First Aid: Defibrillator	

Curriculum Personal Development Lessons - KS3 with RSE Topics highlighted in red

Curriculum PD	Lesson	Year 7	Year 8	Year 9
Autumn Term	1	Mental Health Intro	Self-esteem & anxiety	Reframing Negative Thoughts
	2	Relaxation	Self-harm	Self-harm & social media
	3	Anti-Racism	Overt & covert racism	Racism
	4	Traditional VS Modern Masculinity	Homophobic Bullying	Domestic Abuse
	5	Loneliness	LGBTQ+ Allyship	Eating Disorders
	6	Growth Mindset	Managing screen time	Sexting
	7	Freedom of speech	Staying safe online	Child Sexual Exploitation
Spring	1	Who Am I	Created & Chosen	Religious understanding
	2	Changing Bodies	Appreciating Differences	Love people, use things
	3	Healthy Inside & Out	Feelings	In control of my choices
	4	Where we come from	Before I was born	Fertility & contraception
	5	Family & Friends	Tough Relationships	Commitment and Marriage
	6	My Life on Screen	Think before you share	Understanding consent

	7	Living Responsibly	Wider World	Knowing my rights & responsibilities
Summer	1	Democracy & Voting	Suffragettes	Homelessness
	2	Courts	Electoral System	Monarchy & Government
	3	Political Parties	British System of Government	Impacts of Brexit
	4	Government & Parliament	How is tax spent	Public Sector & Economy
	5	Civil & Criminal Law	Being a good citizen	Refugees, Immigration & Asylum Seekers
	6	FGM	Extremism & Prevent Strategy	Striking & trade unions
	7	Review of Learning	Review of Learning	Review of Learning

Personal Development Drop Down Day - KS3&4

DDD PD	Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn	1	Harmful Sexual Behaviour	Screening	Age Restrictions	Authentic freedom	Self-Worth
	2	Personal hygiene	Vaccinations	Rent & mortgages	Self-image	Addiction
	3	Dental health	Blood donation	Impact of social media	Values, attitudes & beliefs	Eating disorders
	4	Healthy Eating	Budgeting	Strategies for positive mental health	Parenthood (personal relationships)	Birth Control
	5	Bereavement	Consumer rights	Managing stress	Pregnancy & abortion	Pornography
	6	Drugs Awareness	Digital Footprint	Healthy coping strategies	Abuse	STIs

Personal Development Curriculum - KS5

	Year 12	Year 13
Autumn	Consent	Online dating, explicit images
Spring	Sexual Health	Sexual Violence
Summer	Healthy relationships	

Appendix 2 - Model Catholic RSE Curriculum - CES⁵

Theme 1: Created and Loved by God

KS3		KS4&5	
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>3.1.1.2. Appreciative for blessings</p> <p>3.1.1.3. Grateful to others and to God</p> <p>3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>3.1.1.5. Discerning in their decision making</p> <p>3.1.1.6. Determined and resilient in the face of difficulty</p> <p>3.1.1.7. Courageous in the face of new situations and in facing their fears</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity</p> <p>4.1.1.2. Appreciative of blessings</p> <p>4.1.1.3. Grateful to others and to God</p> <p>4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships</p> <p>4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement</p> <p>4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure</p> <p>4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different</p>	
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage</p> <p>3.1.2.3. The Church’s teaching on the morality of natural and artificial methods of managing fertility</p> <p>3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <p>3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</p> <p>3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience</p>	<p>Pupils should be taught:</p> <p>4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure</p> <p>4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation</p> <p>4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3</p> <p>4.1.2.4. The Church’s teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3</p> <p>4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.</p> <p>4.1.2.6. The methods of informing one’s conscience and the absolute character of conscientious demands</p>	
Emotional well-being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>3.1.4.1. How to develop self-confidence and self-esteem</p> <p>3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships</p> <p>3.1.4.3. The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform</p> <p>3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation</p> <p>Attitudes</p> <p>3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others</p> <p>4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage</p> <p>4.1.4.3. Strategies for managing mental health and emotional well-being</p> <p>4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>Attitudes</p> <p>4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>	
Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>3.1.3.1. To recognise their personal strengths</p> <p>3.1.3.2. To distinguish ‘needs’ from ‘wants’</p> <p>3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate</p> <p>My body</p> <p>3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality</p> <p>3.1.3.5. There are many different body shapes, sizes and physical attributes</p> <p>3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual</p> <p>My Health</p> <p>3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>4.1.3.1. To evaluate their own personal strengths and areas for development</p> <p>4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives</p> <p>My body</p> <p>4.1.3.3. The influences on their body image including the media’s portrayal of idealised and artificial body shapes</p> <p>4.1.3.4. The health risks and issues related to this, including cosmetic procedures</p> <p>My health</p> <p>4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)</p>	

⁵ CES, (2019), Model Secondary Catholic RSE, <https://www.catholiceducation.org.uk/resources/relationship-and-sex-education>. Last accessed: 22/04/2025

Life cycles and fertility	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p>Fertility</p> <p>3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation</p> <p>3.1.5.5. The negative impact of substance use on both male and female fertility</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external</p> <p>4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p>4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth</p> <p>Fertility</p> <p>4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause).</p> <p>4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility</p>

Theme 2: Created to love others

	KS3	KS4&5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.2.1.1. Loyal, able to develop and sustain friendships</p> <p>3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5. Courteous in their dealings with friends and strangers</p> <p>3.2.1.6. Honest, committed to living truthfully and with integrity</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible</p> <p>4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context</p> <p>4.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity</p> <p>4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness</p> <p>4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts</p> <p>4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication</p>
	<p>Pupils should be taught:</p> <p>3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church</p> <p>3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children</p> <p>3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love</p> <p>3.2.2.4. How to express love and care for others through acts of charity</p> <p>3.2.2.5. How to discuss religious faith and personal beliefs with others</p> <p>3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</p>	<p>Pupils should be taught:</p> <p>4.2.2.1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity</p> <p>4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life</p> <p>4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving</p> <p>4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes</p> <p>4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect</p> <p>4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship</p> <p>4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion</p>

Personal Relationships	<p>Pupils should be taught:</p> <p>3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</p> <p>3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.</p> <p>3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</p> <p>3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child</p> <p>3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.</p> <p>3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life</p> <p>3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>	<p>Pupils should be taught:</p> <p>4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>4.2.3.3. To manage changes in personal relationships including the ending of relationships</p> <p>4.2.3.4. About harassment and how to manage this</p> <p>4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond</p> <p>4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</p> <p>4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)</p> <p>4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances</p> <p>4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>
Keeping safe and people who can help me	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help</p> <p>3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'</p> <p>3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.</p> <p>3.2.4.5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images</p> <p>3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</p> <p>3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions</p> <p>People who can help me</p> <p>3.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</p> <p>4.2.4.2. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' rights, to give, not give or withdraw consent</p> <p>4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships</p> <p>4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming</p> <p>4.2.4.5. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available.</p> <p>4.2.4.6. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it</p> <p>People who can help me</p> <p>4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</p> <p>4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people</p> <p>4.2.4.9. Where and how to obtain sexual health information, advice and support</p> <p>4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy</p>

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

KS3		KS4&5	
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p> <p>4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life</p> <p>4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails</p>	<p>Pupils should be taught:</p> <p>4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas</p> <p>4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation</p>
	<p>Pupils should be taught:</p> <p>3.3.2.1. To discuss moral questions in a balanced and well informed way</p> <p>3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all</p>		
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>3.3.3.1. The purpose and importance of immunisation and vaccination</p> <p>3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence</p> <p>3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.</p> <p>3.3.3.4. They have responsibilities towards their local, global and national community and creation</p> <p>3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others</p> <p>3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so</p> <p>3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice</p> <p>3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices</p> <p>3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)</p>	<p>Pupils should be taught:</p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why</p> <p>4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>	<p>Pupils should be taught:</p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why</p> <p>4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>
Living in the wider world	<p>Pupils should be taught:</p> <p>3.3.3.1. The purpose and importance of immunisation and vaccination</p> <p>3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence</p> <p>3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.</p> <p>3.3.3.4. They have responsibilities towards their local, global and national community and creation</p> <p>3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others</p> <p>3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so</p> <p>3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice</p> <p>3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices</p> <p>3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)</p>	<p>Pupils should be taught:</p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why</p> <p>4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>	<p>Pupils should be taught:</p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why</p> <p>4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>