

Relationship and Sex Education at St Margaret Ward Catholic Academy

Rationale for the 'Touching Hearts' curriculum:

To create a curriculum that wraps around the child and links clearly to Lasallian values. This curriculum will aim to provide a first class RSE, PSHE and CEIAG curriculum; will highlight and integrate the ethos and values of the school; will enable all children to discover their own unique value, their talents and their place within their own family, school community, local community, the UK and the wider world.

Lasallian Values and Maslow

Lasallian Values	Maslow's hierarchy of needs
Faith in the Presence of God <i>We believe that God is present with us now and in our community</i>	<p>Self-actualisation: morality, creativity, spontaneous, problem solving, without prejudice, accepting, oneness, wholeness, fulfilment, reputation, accomplishment, empowerment</p> <p>Self-esteem: personal self-esteem, in others, personal confidence, inspiring others, achievement through God's gifts, recognising God's work in others, respect of myself, respect of all, responsibility</p> <p>Love/belonging: friendship, family, marriage, sexual intimacy, community, Christian love, collegiate, being different</p> <p>Safety: personal, of others, vocation and careers, morality, within the family and community, looking after our health, being compassionate, respecting what God has given us, order, rule and law</p> <p>Physiological needs: personal space, creation and the environment, love, personal hygiene</p>
Concern for the Poor and Social Justice <i>We stand in unity with the poor and are the voice for those who face oppression or injustice</i>	<p>Self-actualisation: morality, creativity, spontaneous, problem solving, without prejudice, accepting, empowerment</p> <p>Self-esteem: personal self-esteem, in others, personal confidence, inspiring others, recognising God's work in others, respect of myself, respect of all, responsibility</p> <p>Love/belonging: friendship, family, marriage, sexual intimacy, community, Christian love, collegiate, being different</p> <p>Safety: personal, of others, vocation and careers, morality, within the family and community, looking after the health of others, respecting the needs of others, mental health, order, rule and law</p> <p>Physiological needs: personal space, poverty, those who go without, personal hygiene</p>
Inclusive Community <i>We thank God we are all different and welcome all from our different cultures and backgrounds into our faith family</i>	<p>Self-actualisation: morality, creativity, spontaneous, problem solving, without prejudice, accepting, empowerment</p> <p>Self-esteem: personal self-esteem, in others, being confident, inspiring others, recognising all achievements including our own, respect of myself, respect of all, responsibility</p> <p>Love/belonging: friendship, family, marriage, sexual intimacy, community, Christian love, collegiate, being different</p>

	<p>Safety: personal, of others, vocation and careers, morality, within the family and community, looking after our health, looking after the health of others, respecting my property, the property of others and my community, mental health, order, rule and law</p> <p>Physiological needs: personal space, those in poverty, love, those who go without, personal hygiene</p>
<p>Quality Education <i>As staff and students we critically evaluate our world through our faith</i></p>	<p>Self-actualisation: morality, creativity, spontaneous, problem solving, without prejudice, accepting, accomplishment, empowerment</p> <p>Self-esteem: in our work, recognition of others' work, personal confidence, inspiring others, recognising personal achievement and the achievements of others, respect of myself, respect of others,</p> <p>Love/belonging: friendship, family, marriage, sexual intimacy, community, Christian love, collegiate, being different</p> <p>Safety: personal, of others, vocation and careers, morality, looking after our health, looking after the health of others, respecting my property, the property of others and my community, mental health, order, rule and law</p> <p>Physiological needs: personal space, personal hygiene</p>
<p>Respect for all people <i>We believe all people are treated in the image of God and we strive to uphold the worth and dignity of every individual person</i></p>	<p>Self-actualisation: morality, creativity, spontaneous, problem solving, without prejudice, accepting, empowerment</p> <p>Self-esteem: personal self-esteem, in others, personal self-esteem, inspiring others, enjoying our achievements and praising the achievements of others, respect of myself, respect of others, responsibility, reputation</p> <p>Love/belonging: Friendship, family, marriage, sexual intimacy, community, Christian love, collegiate, being different</p> <p>Safety: personal, of others, vocation and careers, morality, within the family and community, looking after our health, looking after the health of others, respecting my property, the property of others and of my community, mental health, order, rule and law</p> <p>Physiological needs: personal space, those in poverty, love, those who go without, personal hygiene</p>

Healthy relationships – Managing friendships, relations with parents, intimacy/sexual relations, parenthood, sexuality, sexual health, the law.

As a Catholic community we recognise that as each and every human being is a gift from God, we must respect all people. Humanity is an expression of the divine love of God, and it is therefore, important that we see all people as being made in the image of God. This belief is central all relationships that we experience throughout all stages of our human lives. Jesus Christ is the perfect example of humanity and we should strive to follow His example.

“Any teaching about love and sexual relationship 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 with a positive framework of Christian virtue.” Catholic Education Service.

Statutory Guidance:

3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

33. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

69. The aim of RSE is to 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). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

70. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

71. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

73. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

74. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

75. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

76. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

77. Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

78. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

80. Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

81. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

Catholic Education Service:

Please see below for the mapping of the themes across the key stages.

Theme	Aspect	Curriculum Area
KS3 (Y7-9)		
Created and Loved by God	Education in virtue	PDD, tutor time programme, assemblies, Collective Worship, enrichment
	Religious understanding of the human person: loving myself	Y7 – October PDD Y8 – July PDD Y9 – March PDD Tutor time programme and assemblies.
	Me, my body and my health	Y7 – October PDD Y8 – July PDD Y9 – March PDD Tutor time programme and assemblies.
	Emotional well-being and attitudes;	Y7 – October and March PDD Y8 – July PDD Y9 – March, December and July PDD Tutor time programme and assemblies.
	Life cycles and fertility	Y7and Y8 – covered in science and RE curriculum Y9 – Covered in science and RE, tutor time and PDD
Created to love others	Education in virtue	PDD, tutor time programme, assemblies, Collective Worship, enrichment
	Religious understanding of human relationships: loving others	Y7 - Dec PDD Y8 - July PDD Y9 – March PDD RE Curriculum, Tutor time programme and assemblies.
	Personal Relationships	Y7 – March PDD Y8 – July PDD Y9 – March PDD RE Curriculum, Tutor time programme and assemblies.
	Keeping safe and people who can help me	Y7 – March PDD Y8 – July PDD Y9 – October PDD

		Tutor time programme and assemblies.
Created to live in community	Education in virtue	PDD, tutor time programme, assemblies, Collective Worship, enrichment
	Religious understanding of the importance of human communities	Y7 – October and December PDD All years - Tutor time programme and assemblies.
	Living in the wider world	Y7 – October PDD Y8 – July PDD Y9 – March PDD All years - Tutor time programme and assemblies.
KS4 and 5 (Y10-13)		
Created and Loved by God	Education in virtue	PDD, tutor time programme, assemblies, Collective Worship, enrichment
	Religious understanding of the human person: loving myself	Y10 – December PDD Y12 and 13 – October PDD All years - Tutor time programme and assemblies.
	Me, my body and my health	Y10 – December PDD Y12 and 13 – October PDD All years - Tutor time programme and assemblies.
	Emotional well-being and attitudes;	Y10 – October, December and July PDD Y12 and 13 – October PDD All years - Tutor time programme and assemblies.
	Life cycles and fertility	Y10 – October, December and July PDD RE and Science Curriculum All years - Tutor time programme and assemblies.
Created to love others	Education in virtue	PDD, tutor time programme, assemblies, Collective Worship, enrichment
	Religious understanding of human relationships: loving others	Y10 – October, December and July PDD RE and Science Curriculum All years - Tutor time programme and assemblies.
	Personal Relationships	Y10 – October, December and July PDD RE and Science Curriculum All years - Tutor time programme and assemblies.
	Keeping safe and people who can help me	Y10 – October, December and July PDD RE and Science Curriculum All years - Tutor time programme and assemblies.
	Education in virtue	PDD, tutor time programme, assemblies, Collective Worship, enrichment

Created to live in community	Religious understanding of human relationships: loving others	PDD, tutor time programme, assemblies, Collective Worship, enrichment
	Personal Relationships	Y10 – October, December and July PDD RE and Science Curriculum All years - Tutor time programme and assemblies.
	Keeping safe and people who can help me	PDD, tutor time programme, assemblies, Collective Worship, enrichment

Overview for Healthy Relationships: Mapped against the Statutory Guidance and Diocesan RSE Curriculum

Year	Overview of topics to be covered
7	<p>Healthy friendships:</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. <p>Family:</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • Bereavement <p>Growing Up:</p> <ul style="list-style-type: none"> • Puberty including menstruation: <i>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content. (Statutory Guidance)</i> <p>Community in faith, love and hope</p>

8	<p>Being in love</p> <ul style="list-style-type: none">• That there are different types of committed, stable relationships. <p>Features of healthy relationships: intimate:</p> <ul style="list-style-type: none">• That there are different types of committed, stable relationships.• How these relationships might contribute to human happiness and their importance for bringing up children.• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. <p>Marriage:</p> <ul style="list-style-type: none">• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• Why marriage is an important relationship choice for many couples and why it must be freely entered into.• The characteristics and legal status of other types of long-term relationships.•
9	<p>Law on sexual intercourse, explicit messages and social media:</p> <ul style="list-style-type: none">• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.• What constitutes sexual harassment and sexual violence and why these are always unacceptable• The concepts of, and laws relating to, sexual exploitation, abuse, grooming, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. <p>Sexual Health:</p> <ul style="list-style-type: none">• The facts about the full range of contraceptive choices, efficacy and options available.• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. <p>Respect for all and respect for self:</p> <ul style="list-style-type: none">• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.• That they have a choice to delay sex or to enjoy intimacy without sex.

<p>10</p>	<p>The law:</p> <ul style="list-style-type: none"> • Consent: how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • What constitutes sexual harassment and sexual violence and why these are always unacceptable • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. <p>Sexual Health:</p> <ul style="list-style-type: none"> • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <p>Roles and responsibilities of family:</p> <ul style="list-style-type: none"> • How these relationships might contribute to human happiness and their importance for bringing up children. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • Family provision (love, support, security and development) • Bereavement
<p>11</p>	<p>Recap:</p> <ul style="list-style-type: none"> • Sex and the Law: Consent, Marriage, Sexual Harassment, Domestic Violence, Healthy Relationships, Exploitation, Coercion. • Where to go for help and advice