St. Margaret Ward Catholic Academy

"Let us remember we are in the presence of God"

Relationships, Sex Education and Health Education Policy for St. Margaret Ward Catholic Academy

The Touching Hearts Curriculum

St Margaret Ward Catholic Academy is part of the Archdiocese of Birmingham.

The school is a Catholic school, founded on the Gospel of Jesus Christ, and teaching of the Catholic Church. Specifically, St Margaret Ward Catholic Academy, Let us remember we are in the presence of God as our guiding principle.

Definition

Relationships and Health Education is about the personal, emotional, social, cultural and religious development of pupils.

Relationships education is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Sex education is defined as teaching pupils about what it means to be fully human and sexuality as an essential and God-given part of this. How human sexuality relates to making good relationships, including intimate relationships, the relationship between sex and reproduction, the context of marriage, resisting pressure to engage in intimacy, and healthy use of the internet and social media.

Health education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Our programme is fundamentally founded on the beauty of human relationships and sexuality, as proclaimed in the Gospel and enshrined in the teaching of the Catholic Church. Specifically, the programme promotes the life of virtue in which the inalienable dignity of the human person and the reverence for human life and sexuality, stable relationships, marriage and family life are fundamental.

Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. It states that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught Relationships and Sex Education and that all primary and secondary pupils must be taught Health Education.

As a Secondary Catholic Academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. When delivering the curriculum, we follow the direction of the Bishops of England and Wales.

In teaching Relationships and Health Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Aims

Our objectives in pursuing a programme of Relationships, Sex Education and Health Education with these purposes are:

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;

- celebrating the gift of lifelong, self-giving love;
- recognising the call of all to live life virtuously, and the call to live chastely our particular vocation in life;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect as well as empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviour in order to minimise the risk to health and personal integrity and dignity.

To foster knowledge and understanding of:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on purity and chastity as virtues which are part of every person's vocation;
- the special call to live in perpetual chastity for the sake of the Kingdom of God in religious life, and the call to celibacy in the priesthood, as life-giving and fruitful vocations in the Church;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical, psychological and emotional changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way that is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.

Catholic Relationships, Sex Education and Health Education

Our conviction, based upon the Revelation of God in Scripture and in the Tradition of the Catholic Church, is that God created human beings as the pinnacle of creation, in his image and likeness (Genesis 1:26), and that what he created was good (Genesis 1:31). Essential to this goodness of creation was that God created human beings as male and female, established them in a relationship of love, and blessed them to multiply. Furthermore, the whole of Scripture proclaims the blessedness of marriage and family life, to such an extent that the relationship between God and human beings is seen as the archetype of marriage, and the Church as a communion of people is understood as the family of God. This is why our identity as a Catholic school is fundamental to the way in which we teach about relationships, sex and health. We teach that the human person is a unity of body and soul, and that the whole person is destined for a life of virtue on earth, and eternal blessedness in heaven. What we do in our earthly life has implications for how we will live in eternity, which is why we desire to teach the meaning of virtue, in consistency with Catholic Tradition, and its implications for relationships, sexuality, family and procreation.

We are involved in relationships and sex education precisely because of our beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to Relationships and Health Education therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. Education in relationships and sexuality is of paramount importance in a Catholic school. More than ever young people in our care need help and guidance in their struggle to live out their lives as members of the Christian family.

At the heart of Catholic doctrine is the belief in the Trinity. The Father, the Son and the Holy Spirit form a communion of persons as one God. God has created the world to reflect his being (Rom 1:20). And so God's nature, as a communion of persons, means that human beings are created for communion with each other. As God is the creator of all that is beyond himself, so human beings are called to participate in his creation and co-creators with God. And so love is creative, and this is expressed in the sexual nature of the human person, and in their loving relationships, and their participation in procreation. These are all awe-inspiring gifts of God, which need to be reverenced in our lives. Because God has sealed a covenant with the human race, which is the expression of his faithful love, and has its ultimate expression in Jesus Christ's relationship with the Church, so we see marriage as the indispensable zenith of God's creation, and the ultimate expression of faithful love.

Following the guidance of the Bishops of England and Wales, also advocated by the DfE, Relationships, Sex Education and Health Education will be firmly embedded in the PSHE framework, as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. Our teaching will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be clearly understood and acted upon.

All Relationships, Sex Education and Health Education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family. We, however, recognise that not all pupils are Catholic, come from Catholic or Christian families, and may not have any overt religious background at all. Nonetheless, we are convinced that the teaching of Christ and the Catholic Church are a call to human virtue and happiness, and is a vision that we are called to share with all. The teachings are not good because they are Catholic, but are Catholic because they are good. Nonetheless, we acknowledge that all pupils have a fundamental right to live in freedom, to live according to their own beliefs, whether religious or moral, and to receive support to grow and develop according to those beliefs.

Rationale:

As a Catholic School, that is part of the Newman Catholic Collegiate and following in the vision of St. John Baptist De La Salle, we believe in a school curriculum that is 'teaching minds, touching hearts and transforming lives.' The 'touching hearts' aspect of our curriculum is one that wraps around the child. Our aim is to teach our children that they are all a gift from God, made in the image of God and living in the presence of God. We want all of our young people to understand themselves, those around them, their community and the wider world and we want to form young Lasallian's who know that they are loved and always remember that they are 'in the presence of God'. We want to provide them with opportunities to explore and understand the world around them so that they may grow as individuals who love and respect each other and work in service to those around them. This curriculum provides equality of opportunity and a chance to experience and engage in a wealth of experiences that will enhance lives and provide opportunities for the future.

We are proud to work with a variety of partners and agencies who support us in delivering this curriculum. These include: NSPCC, Careers Enterprise Council, Local Enterprise Programme, Quality in Careers, Opportunity Area funding, Red Cross, Public Health, CAFOD, New Vic Theatre, local employers, local sports providers, Dove, Younger Minds, NCS, Higher Horizons and KMF (this list is not exhaustive).

Every young person has access to the following:

- Collective worship
- Retreats
- A high-quality tutor time programme running every week
- Personal Development Days (5 per calendar year, 2 for Y11)
- Assemblies
- Honours Programme
- Enrichment and trips
- A range of extra-curricular activities
- Fund raising events

The Touching Hearts Curriculum

Four focus areas:

Personal skills for life and work – Confident speakers, physical presence/presentation, resilience, interpersonal skills, stress management, work experience, pathways.

As a Catholic community we recognise that each and every one is a gift from God. We are all unique and special. As Blessed John Henry Newman says, to each person has been given a gift which has not been granted to any other person. Because of this, we each have been given our own vocation. We have our own calling, where we will take our place in society, making God known through our actions and words.

The eight Gatsby Benchmarks are:

Benchmark	Description	
A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	• Concern for the poor and Social Justice • Respect for all Persons • Quality Education
Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	
Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	
Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	
Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	
Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	
Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	
Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	

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.

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 is acceptable and unacceptable behaviour in relationships. 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.

Happiness and well-being – Diet/Exercise, living conditions, economic well-being, financial competence, mental health.

As a Catholic Community it is our duty to care for one another as Christ has decreed. For this reason, we must reach out to others who are in need and offer support and compassion as Jesus would have done. But this duty of care extends to ourselves as well. We must accept and appreciate that we are a

gift from our God, and our lives should reflect this. Living in the presence of God, means that we have to accept that God is with us, through us and in us. We should take care of ourselves and the well-being of others in light of Christ being the perfect role model.

Statutory Guidance:
It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

83. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
84. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
85. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.
86. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
99. Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.
100. Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders

102. Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

103. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

Staying Safe – Online safety, safety around the house, safety outside the house, road safety, substance misuse, gambling.

As a Catholic community we recognise that all life is holy and as it is a gift from God, all life should be valued and protected. It is our duty to ensure the safety of others as well as our own being.

Statutory Guidance:

8. Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

9. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.

<u>Overview for Healthy Relationships</u>: Mapped against the Statutory Guidance and Diocesan RSE Curriculum

Year	Overview of topics to be covered
7	**Healthy friendships:** • 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. **Family:** • 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 **Growing Up:** • Puberty including menstruation: 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) Community in faith, love and hope
8	**Being in love** • That there are different types of committed, stable relationships. **Features of healthy relationships: intimate:** • 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. **Marriage:** • 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	**Law on sexual intercourse, explicit messages and social media:** • 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. **Sexual Health:** • The facts about the full range of methods of both natural and artificial contraception, their efficacy and relative moral implications of each. • 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 this risk can be reduced (including through abstinence and 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. **Respect for all and respect for self:** • 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 and social pressure resisting pressure and not pressurising others. • That they are free to embrace chastity, which includes the joy of intimacy without physical sexual intimacy.
10	**The law:** • 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. **Sexual Health:** • The facts around pregnancy including miscarriage. • That there are legal choices in relation to pregnancy (with medically, ethically and legally accurate, impartial information, including bringing the baby to birth, adoption, abortion and where to get further help).

	• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how this risk can be reduced (including through abstinence and 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. **Roles and responsibilities of family:** • 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
11	**Recap:** • Sex and the Law: Consent, Marriage, Sexual Harassment, Domestic Violence, Healthy Relationships, Exploitation, Coercion. • Where to go for help and advice
Years 12 and 13	**Recap:** • Sex and the Law: Consent, Marriage, Sexual Harassment, Domestic Violence, Healthy Relationships, Exploitation, Coercion. • Where to go for help and advice

Overview for Happiness, Health and Well-Being

Year	Overview of topics to be covered
7	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • about personal hygiene, germs including bacteria, viruses, and how they are spread. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • life-saving skills, including how to administer CPR.
8	• common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing/happiness • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • the facts and science relating to immunisation and vaccination. • life-saving skills, including how to administer CPR.

9	• about the science relating to blood, organ and stem cell donation. • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed. • Decision making • Self-awareness
10 and 11	• The benefits of regular self-examination and screening • Organisation of work to prevent stress • Relaxation • Taking care of mental health • Anger management and stress relief • Taking care of others • Preparing for adulthood
Years 12 and 13	• Relaxation. • Planning and organisation. • The benefits of regular screening. • Access to the school nurse.

Overview of Staying Safe

Year	Overview of topics to be covered
7	• Safety around the house • Safety outside of the house: travel, taking care of possessions, staying safe when you are out • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Sending images
8	• Safety in relationships • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • the impact of viewing harmful content. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • Making safe choices • Being safe when you go out
9	• substance misuse • violence and exploitation by gangs • extremism/radicalisation • hate crime • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. • how information and data is generated, collected, shared and used online. • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
10 and 11	During Tutor Time students will examine safety in relationships, online.

	• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

Overview of CEIAG (Careers Education Advice and Guidance) within the 'Touching Hearts' Programme.

Year	Overview of topics to be covered
7	• To target support for learning and additional needs • All pupils must review their skills • Improve self-awareness • Develop revision and organisation skills • To provide information on the labour market • To introduce the careers service • To begin to introduce the language of qualifications • To begin to look at decision making • To introduce target setting
8	• To reflect on and assess their strengths in relation to personality work and leisure. • To respect the differences between people as they develop their own sense of identity • To relate job opportunities to personal qualifications and skills • Prepare for change • To be aware of and assess their personal qualities, skills, achievements and potential. • To be able to set personal goals • To understand how choices made for KS4 and beyond should be based not only on knowledge of personal strengths and attitudes but also the changing world of work • Outlining the options process

9	• To respect the differences between people as they develop their own sense of identify • To relate job opportunities to personal qualifications and skills • Seek out help with career plans and seek out information • To communicate confidently with peers and adults • Meet and work with people • To be aware of and assess their personal qualities, skills, achievements and potential. • To be able to set personal goals • To reflect on and assess their strengths in relation to personality, work and leisure • To develop organisational and revision skills • Independent advice and guidance for options • Work experience day
10	• To be aware of and assess their personal qualities, skills, achievements and potential • To have a sense of their own identify • Awareness about options open to them at Post 16 including employment, training, continuing education • Access to Career Service • Work co-operatively with a range of people • Develop working relationships with a range of people • Take responsibility • Feel positive about themselves • Make real choices and decisions • Prepare for change • To be aware of and assess their personal qualities, skills, achievements and potential. • To be able to set personal goals • To prepare for work experience • Work experience week • To develop an understanding of opportunities post-16 and to receive independent guidance on the options available
11	• All year 11 receive an assertive mentor who will support their academic progress and their applications post-16 • All year 11 will receive a one-to-one (parents are invited) with the career's advisor • Sessions are provided to support choices and applications post 16 • Pupils are supported in attended open days, open evenings and interviews at post-16 provision • Tutors focus on work-based skills and revision techniques within form time • Essential information is provided by the career's advisor and other providers to Y11 during assemblies • One-to-one interview for transition and progression
12 and 13	• All year 12 and 13 students receive specialist, impartial, one-to-one careers advice and guidance • The sixth form have access to a career's hub. • All sixth form receive sessions on UCAS, employment or apprenticeship applications. • All sixth form are invited to meet guest speakers for careers. • All sixth form have the opportunity for work experience. • Specialist sessions on the local labour market, finance, university life and independent living are provided to all sixth form students.

Yr	Autumn A	Autumn B		Spring A	Spring B		Summer A	Summer B
	Living in the wider world	Relationships		Health & Wellbeing	Health & Wellbeing		Health & Wellbeing	Living in the wider world
7 38 Lessons	**7 lessons:** 1. Intro to Careers 2. The Labour market 3. STEM 4. Targets 5. Skills 6. Money & savings 7. Eco-School environment	**7 lessons: (Ten:Ten)** 8. Who am I? 9. Changing bodies (puberty) 10. Healthy inside & out 11. Keeping Well (sleep, teeth, eating well, self-care) 12. Where we come from (Sex & menstruation). 13. Family and friends 14. My life on screen	CHRISTMAS HOLIDAYS	**6 lessons: (Quo Vadis)** 15. Feelings & Emotions 16. Stress & Anxiety 17. Anger 18. Depression & suffering 19. Hope & Gratitude 20. What's my purpose? Definite Service	**5 lessons:** 21. Living responsibly (Ten:Ten) 22. Basic First Aid (Bleeding control, Head injury) (Ten:Ten) 23. Facts of Life (friendship) (Ten:Ten) 24. Immunisation & Lifesaving skills CPR 25. Sexual Harassment	EASTER HOLIDAYS	**6 lessons:** 26. Consent 27. FGM 28. Stereotypes (Racial/Religious/LGBT /Disability) 29. Marriage & the law 30. Revision and organisation 31. Nicotine Dangers	**7 lessons:** 32. Equality 33. Bullying 34. Online Safety - Hacking 35. Online safety -images 36. Safety in the Home - Fire 37. Relationships & trust 38. Transition to Y8
8 38 Lessons	**7 lessons:** 1. Let's start thinking about careers 2. Job opportunities in growth sectors 3. Careers - qualifications and skills 4. Targets & Skills 5. Future Careers 6. Budgeting 7. STEM Careers	**7 lessons: (Ten:Ten)** 8. Created & Chosen 9. Appreciating differences (Gender) 10. Feelings 11. Keeping Well 12. Before I was born 11. Tough relationships (prejudice) 12. Think before you share (nudes) 13. Wider world (homophobia) 14. Basic First Aid (Asthma, Allergies, choking)		**6 lessons:** 15. The Trouble with Max – Influences (Ten:Ten) 16. Sexualised Media 17. Harassment 18. Gender based violence 19. Keeping safe 20. Menstruation	**5 lessons:** 21. Smoking, Vaping 22. Online behaviours viewing harmful content online 23. Stereotypes (Gender 24. Water Safety 25. Ill Heath – cancer and cardio-vascular		**6 lessons: RSE** 26. Consent & Sexual Harassment (school behaviour curriculum) 27. Gynaecological Health & Menopause 28. FGM & more 29. Forced marriage & Harmful Practices 30. Peer Pressure, Risk Taking & Safe choices 31. Nicotine Products	**7 lessons:** 32. Online safety - scams 33. Gambling 34. Knife Crime 36. County Lines Gangs & Exploitation 37 Donation. 38. Transition to Y9
9 19 Lessons	**3 lessons:** 1. Identifying interests and careers. 2. Employer encounters 3. Wages	**4 lessons: (Ten:Ten)** 4. The search for love 5. Love People, use things 6. In control of my choices 7. Drug & Smoking Awareness		**3 lessons: (Ten:Ten)** 8. Fertility and contraception 9. Commitment & Marriage 10. Understanding Consent	**3 lessons: (Ten:Ten)** 11. Safe & Smart Online 12. Human Rights & Wrongs 13. Out & About (road, rail safety)		**3 lessons:** 14.Lifesaving Skills CPR 15. Love, Honor, Cherish (Nudes) 16. Hate crime (LGBT)	**3 lessons:** 17. AI & Chat bots 18. Deep Fakes 19.Transition to KS4/GCSE.
10 19 Lessons	**3 lessons:** 1. Intro to work experience 2. Work Experience – Letter Writing 3. Work Experience – CV writing	**4 lessons: (Ten:Ten)** 4. Authentic freedom 5. Self-image 6. Beliefs, Values, attitudes 7. **Mock Int prep** ***(complete in week closest to MOCK INT)***		**3 lessons:(Ten:Ten)** 8. Parenthood 9. Pregnancy and abortion 10. Abuse (Strangulation)	**3 lessons: (Ten:Ten)** 11. Online Influences 12. **Work Exp eval** ***(complete in week returning from WEX)*** 13. Solidarity		**3 lessons: (Ten:Ten)** 14. Out in Public 15. Babies 16. Responding to unexpected Pregnancy 17. Safe sex or save sex	**3 lessons:** 17. Regular self-examination and screening 18. Voting 19. Hate crime (race religion)
11 14 Lessons	**3 lessons: (Ten:Ten)** 1. Self-worth 2. Alcohol, Drugs & Dependency 3. Mental Wellbeing	**4 lessons: (Ten:Ten)** 4. Eating Disorders 5. Health & Fitness 6. Family Planning 7. Sexual Health		**3 lessons:** 8. Pornography 9. Coercive control (stalking) 10. Sextortion	**4 lessons:** 11. Managing personal safety 12. Preparing for adulthood (Healthcare & Gillick Competence) 13: Exam Stress 14. ***Extra Session if needed*** (Ten Ten Truth & Lies 1)			

Signposting: If you need further information or support in any area you can…

SHARP

Contact our Safeguarding Team: Mrs Munden or Mrs Holdcroft – visit the Safeguarding office or Mr Johnsons Office every lunchtime for safeguarding drop in.
Report issues via **SHARP** on our school website. This is a **CONFIDENTIAL** way to stop **YOU** or a **FRIEND** or **SOMEONE** you have seen **SUFFERING**.

NSPCC

Childline: You can talk to us about anything. No problem is too big or too small.
Call Childline on 0800 1111 or chat to us online at www.childline.org.uk
For advice on most concerns contact NSPCC: https://www.nspcc.org.uk/

ChildLine 0800 1111

FRANK

Life Stuff: Facts and Advice for Young Adults - https://life-stuff.org/

Facts about Drugs - **Talk to FRANK:** Call 0300 123 6600 ChatText 82111- Text a question and FRANK will text you back.

YOUNGMiNDS

Young Minds: https://www.youngminds.org.uk/ For help, text SHOUT to 85258.

Withdrawing from Sex Education Lessons:

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	