




# BISHOP CHALLONER CATHOLIC COLLEGE

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<div>Bishop Challoner Catholic College</div> <div>Relationships &amp; Sex Education (RSE) Policy</div>			

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# **Bishop Challoner Catholic College Relationships & Sex Education (RSE) Policy Implemented from September 2020**

## **Our Mission Statement**

*'In our Community of Faith in Bishop Challoner Catholic College*

*We give glory to God by developing our full potential and in our service to others*

*In the name of the Father and of the Son and of the Holy Spirit'*

## **Defining relationship and sex education**

The [DfE guidance](#) states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”<sup>1</sup>. It is about the development of the pupil’s knowledge and understanding of them 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.”<sup>2</sup> This would include the topics of families and of the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE (Relationships and Sex Education) 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).”<sup>3</sup>

## **Statutory curriculum requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science, including the additional requirements for maintained secondary schools. In addition to this, the DfE have published a new curriculum entitled ‘Relationship Education, Relationships and Sex Education’ implementation for which is statutory from September 2021. However, the reasons for our inclusion of RSE go further.

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<sup>1</sup> 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

<sup>2</sup> 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

<sup>3</sup> 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

## Rationale

*'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (John 10:10)*

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God<sup>4</sup> underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teachings 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 relationships, 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 pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

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

## Values and virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

## Aim of RSE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, we endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: In partnership with parents, to provide young people with a "positive and prudent sexual education"<sup>5</sup> which is compatible with their physical, cognitive,

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<sup>4</sup> Genesis 1:27

<sup>5</sup> Gravissimum Educationis 1

psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## **Objectives**

### **To develop the following attitudes and virtues:**

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

### **To develop the following personal and social skills:**

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

### **To know and understand:**

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;

- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **Inclusion and differentiated learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help students to realise the nature and consequences of discrimination, teasing, bullying, cyber-bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help. When delivering RSE, all members of staff will abide by all other school policies including our inclusion statements (based upon the 2010 Equality Act), Safeguarding Policy and Anti-bullying Policy.

### **Equalities obligations**

Owing to our wider responsibilities under the Equalities Act 2010, staff and governors will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **Broad content of RSE**

There are three main aspects to RSE - attitudes and values, knowledge and understanding, and personal and social skills. Each will be provided through a whole school approach including through the ethos and culture of the school, implementation of school policies, support from our pastoral teams and external organisations, cross-curricular planning.

Although some RSE requirements will also be taught in collapsed timetable days, assemblies, form times and personal tutor time, we have deemed specific topics to be best delivered by members of staff with specific and more extensive RSE training. On top of the science curriculum, sensitive topics such as gender identity and sex education will be taught within RE lessons by RE teachers.

The RE RSE curriculum is made up of a programme of study called 'Life to the Full' created by Ten:Ten. ***This curriculum has been endorsed by the Catholic Education Service and Birmingham Diocese.*** All resources are inspired by faith and rooted in scripture. In consultation with schools and the Catholic Education Service, Ten:Ten have created a programme of resources that cover the statutory RSE requirements and fulfil the Catholic Education Services' Model Catholic RSE Secondary Curriculum. **An overview of the curriculum can be found in appendix 1.**

When delivering these resources teachers will use a range of strategies that include setting ground rules and establishing distancing techniques, as per statutory RSE guidelines<sup>6</sup> such as using a

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<sup>6</sup> FOOTNOTE -

character instead of personal experiences. In order to fulfil the needs of our pupils, the Ten:Ten resources will be adapted where necessary.

Students will be informally assessed in their understanding of key knowledge and skills often through questioning or reflection activities. Students will be challenged to deepen their understanding and develop key characteristics in accordance with the gospel values, such as respect and tolerance for all.

### **Parents and carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by ensuring the Ten:Ten Parent Portal is available on the RSE section of the Bishop Challoner. This Parent Portal includes a sample of resources for parents/carers to view and discuss with their child.

Parents were consulted in the production of this policy. Parental consultation continues to be important to us during and after delivery of the RSE curriculum therefore any parents/carers that wish to contact the school for further discussion should do so using [RSE@bishopchalloner.bham.sch.uk](mailto:RSE@bishopchalloner.bham.sch.uk).

### **Right to withdraw**

Parents continue to have the right to withdraw their children from **Sex Education** except in those elements which are required by the Science National Curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the principal. We believe that the controlled environment of the RE 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)<sup>7</sup>.

### **Balanced curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is compatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. An overview of the curriculum can be found in appendix 1.

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<sup>7</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 17

## **Responsibility for teaching the programme**

Responsibility for the specific relationships and sex education programme lies with the Head of PSHE and RE teacher Mrs Bisset. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## **External visitors**

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme led by our RE and science teachers and never substitute or replace teacher led sessions. It is important that any external speaker is clear about their role and responsibility whilst they are in school delivering a session. External speakers are clear about their role and responsibility whilst they are in school delivering a session. All speakers must adhere to our policies; [CSE guidance Checklist for External Speakers'](#) and No Platform Policy.

External visitors should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **Other roles and responsibilities regarding RSE**

### **Governors**

Governors have an important role to play in the planning and implementation of the RSE curriculum;

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with the ethos of the school and our Christian beliefs, and whole school policies, e.g., SEND, Child Protection and Safeguarding, Anti-Bullying, Behaviour Policy and Equality Policy
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **Principal**

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

### **PSHE/RSE co-ordinator**

The PSHE/RSE co-ordinator Mrs Bisset with the principal, has a general responsibility for supporting other members of staff in the implementation of this policy and will lead in the dissemination of the information relating to RSE and the provision of in-service training. She will be supported by Mrs Breen (Senior Leadership Team link and Safeguarding Lead), Mr Cunnane (Head of Religious Education) and Ms Pratt (Assistant Head of Religious Education).

### **All staff**

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

### **Relationship to other policies and curriculum subjects**

All PSHE lessons, workshops and assemblies, including all RSE sessions, will be delivered with due regard for all other school policies such as the Safeguarding Policy and Inclusion Statements. These can be found in the policy section of the school website.

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils, with due regard for all other school policies.

Learning about RSE in RE classes, form/tutor time, assemblies or collapsed timetable days will complement learning in those areas identified in the PSHE audit.

### **Student questions**

The staff and governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment.

### **Controversial or sensitive issues**

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 disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The staff and governors believe that students are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, [Page 23](#) for more detail).



Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's question hints at abuse, is deliberately tendentious or is of a personal nature. If and when appropriate, Teachers will work with the pastoral team and parents to provide answers or signpost students to appropriate information or support.

### **Supporting children and young people who are at risk**

Students will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Where a teacher suspects that a student is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform a designated safeguarding lead. Teachers will be aware of the needs of their pupils and strive not to let any fears and worries go unnoticed.

### **Confidentiality and advice**

All governors, teachers, support staff, parents and pupils will 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 school policies. 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, designated safeguarding leads.

### **Monitoring and evaluation**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / feedback sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation will be made available to these groups of interested parties at their request 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: RSE religious education lessons & PSHE day lessons

### Year 7: Term 1 RE lessons

Resourced by TEN:TEN 'Cinema in Education' curriculum - *Facts of Life* film

Year 7 Term 1 RE lessons	Session Title	Lesson Objectives
	The Facts of Life	<ul style="list-style-type: none"> <li>To <b>know and understand</b> the wider implications of social media</li> <li>To <b>understand</b> that value is not dependant on others; to rely on how God sees them</li> <li>To <b>evaluate</b> difficult situations in life (expectations vs reality, friendship groups, family life, pandemic)</li> </ul>
	Seeking & Offering Support	<ul style="list-style-type: none"> <li>To <b>know</b> that they are loved and cared for</li> <li>To <b>understand</b> the benefit of acting sensibly and kindly to others and know where to seek support if needed</li> <li>To <b>evaluate the impact of one's actions</b> to act sensibly and kindly to others</li> </ul>
	Looking in the Mirror	<ul style="list-style-type: none"> <li>To <b>recognise</b> that 'fitting in' can envelope many challenges</li> <li>To know that Jesus loves us for who we are</li> <li>To <b>understand/appreciate</b> that long-lasting friendships take time and effort</li> <li>To <b>be able to</b> reflect on our current actions/relationships</li> </ul>

### Year 8: Term 2 RE lessons

Resourced by TEN:TEN 'Life to the Full' Curriculum

Year 8 Term 2 RE lessons	Core RSE Theme	Session Title	Description taken from the Ten:Ten website
	Religious Understanding	Who Am I?	Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.
	My Body	Changing Bodies	Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan for them and He is with them throughout it all.
	Emotional Well-being	Healthy Inside & Out	Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.
	Life Cycles	Where We Come From	Pupils will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made.
	Personal Relationships	Family & Friends	Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.
	Keeping Safe	My Life on Screen	Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.
	Wider World	Living Responsibly	Pupils will learn the effects of their actions on others and understand the concept of social responsibility.
	Religious Understanding	Created & Chosen	To help students to develop an appreciation that their deepest identity is in God; as people created, chosen and loved by God.
	My Body	Deepest Identity	Students will learn that science proves their uniqueness and they will celebrate the uniqueness of their God-given body, nature, gifts and talents.
	Emotional Well-being	What do I do with these feelings	Building on the core teaching in the Religious Understanding session about our deepest identity being in God, students will learn about some of the ways people may choose to articulate certain aspects of their identity, including gender and sexuality identity.
	Life Cycles	Before I was Born	They will learn that media portrayals of the human body may present a false ideal of male/female bodily perfection (stereotypes) which does not reflect real life and can have a negative impact on the individual.

	Personal Relationships	When Relationships Get Touch	This session explores sexual attraction and sensual pleasure and helps students to understand these feelings within the context of our deepest identity being rooted in God.
	Keeping Safe	Think Before You Share	This leads to an exploration of all kinds of pressure: spoken and unspoken, positive and negative, from self and others. Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.
	Wider World	Living in an Unjust World	Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.

### Year 8: Term 2 RE lessons

Resourced by TEN:TEN 'Cinema in Education' curriculum – *Facts of Life* film

Year 8 Term 2 RE Lesson	Session Title	Lesson Objectives
	The Facts of Life-MAX	<ul style="list-style-type: none"> <li>To <b>recognise</b> that there can be pressures and negativity in relationships</li> <li>To <b>understand</b> that value is not dependant on others; to rely on how God sees them</li> <li>To <b>evaluate</b> our sense of self through bias and stereotypes</li> </ul>
	Trust the Truth- part 1	<ul style="list-style-type: none"> <li>To <b>consider</b> the truth about who we are</li> <li>To <b>be able to</b> use this truth to combat lies to better support self-care &amp; esteem</li> <li>To <b>evaluate</b> pressures and influences students face</li> </ul>
	Trust the Truth- part 2	<ul style="list-style-type: none"> <li>To <b>be able to</b> use this to reflect on myself and my relationships</li> <li>To <b>evaluate</b> pressures and influences students face &amp; where they come from</li> <li>To <b>evaluate</b> between advice; <i>recognising</i> good caring people vs poor self-interested parties</li> </ul>

### Year 9: Term 3 RE lessons

Resourced by TEN:TEN 'Life to the Full' curriculum

Year 9 Term 3 RE lessons	Core RSE Theme	Session Title	Description taken from the Ten:Ten website
	Religious Understanding	The Search for Love	Pupils will consider their desire to love and be loved, and learn about God's plan for romantic love, sexual attraction and intimacy.
	My Body	Love People, Use Things	Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.
	Emotional Well-Being	In Control of My Choices	Pupils will learn about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices.
	Life Cycles	Fertility and Contraception	Pupils will learn about methods for managing conception and discuss how they uphold or contravene God's plan for sex.
	Personal Relationships	Marriage	Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.
	Keeping Safe	One Hundred Percent	Pupils will learn that consent is not just gaining permission for something but choosing to honour and respect one another as persons with innate dignity.

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

**Year 9: Term 3 Character Week****Resourced by TEN:TEN 'Cinema in Education' curriculum – *Love, Honour Cherish* film**

Year 9 Term 3 Character Week	Session Title	Lesson Objectives
	The Facts of Life- Honour, Love, Cherish	<ul style="list-style-type: none"> <li>To <b>recognise</b> that there are different choices for sexual intimacy</li> <li>To <b>understand</b> that our bodies are a gift from God, to be honoured and respected (consent)</li> <li>To <b>evaluate</b> the impact of sexual choices (sexting, objectification lust vs love, sharing sexually explicit material online)</li> </ul>
	The Gift of Sex	<ul style="list-style-type: none"> <li>To <b>recognise</b> that there different choices for sexual intimacy</li> <li>To <b>justify</b> the gift of self &amp; Exclusive relationships</li> <li>To <b>understand</b> that the gift of Sex is a part of God's plan for procreation</li> </ul>
	The Gift of Self	<ul style="list-style-type: none"> <li>To <b>recognise</b> ourselves as a gift</li> <li>To <b>be able to</b> recognise this gift in others and to reflect on myself and my relationships.</li> <li>To <b>evaluate</b> the qualities that come with 'gift of self' (patience, waiting)</li> </ul>

**Year 10: Term 1 RE lessons****Resourced by TEN:TEN 'Life to the Full' curriculum**

	Core RSE Theme	Session Title	Description taken from the Ten:Ten website
Year 10 Term 1 RE lessons	Religious Understanding	Respect	Students will explore the deeper meaning of 'respect': to see the whole person. They will learn about personhood and the innate dignity that comes with being a human created by God. Students will learn that God loves us and wants the best for us and yet respects our freedom. Students will develop a deeper awareness of how to form one's own conscience.
	My Body	Keeping Well... on the Outside	This session explores physical health at a stage appropriate for Year 10, including factual information about testicular and breast self-examination, as well as attending smear and prostate checks. Students will examine the importance of fitness for physical and emotional well-being, nutrition, self-discipline, moderation and the effects of drugs and alcohol on the body and mind.
	Emotional Well-Being	Keeping Well... on the Inside	Students will learn about strategies for maintaining positive mental health and well-being, and they will explore what happens when things go wrong, including the negative effects of pressure, stress, anxiety, depression, self-harm and suicidal thoughts. Students will learn how to develop resilience through gratitude and where to go for help.
	Life Cycles	Family Time	This session helps students to develop a deeper appreciation of the gift of fertility. Here, students will be taught about 'Natural Family Planning', and how this differs from other forms of contraception and abstinence. Students will also learn that fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age.
	Personal Relationships	Can't Stop the Feeling	Exploring the topic of sexual desire, students will develop a deeper understanding of how to cultivate healthy relationships and they will learn from other's experiences of abstinence, marriage and commitment. The session also covers consent, pornography, unwanted sexual attention, respect and tolerance.

	Keeping Safe	Sexual Health	Students will learn about how STI's and HIV/AIDS are transmitted and how to avoid them, where to seek medical or impartial advice, and the legal and emotional effects of rape on both victim and perpetrator, including gender double standards and victim blaming.
	Wider World	It's a Hard World	Students will explore the deeper meaning of 'respect': to see the whole person. They will learn about personhood and the innate dignity that comes with being a human created by God. Students will learn that God loves us and wants the best for us and yet respects our freedom. Students will develop a deeper awareness of how to form one's own world view.

### Year 10: Term 3 Character Week

Resourced by TEN:TEN 'Cinema in Education' curriculum – *Facts of Life* film

Year 10 Term 3 Character Week	Session Title	Lesson Objectives
	The Facts of Life-Babies	<ul style="list-style-type: none"> <li>To <b>recognise</b> Sanctity of Life as a view on unborn children</li> <li>To <b>understand</b> that our bodies are a gift from God, to be honoured and respected (consent)</li> <li>To <b>evaluate</b> the impact of sexual choices (sex before marriage, pregnancy, abortion)</li> </ul>
	Responding to an unexpected pregnancy	<ul style="list-style-type: none"> <li>To <b>recognise</b> that there different choices/attitudes to pregnancy</li> <li>To <b>understand</b> that the gift of sex is a part of God's plan for procreation</li> <li>To <b>justify</b> the gift of life &amp; positive responses to pregnancy</li> </ul>
	Safe Sex or Save Sex?	<ul style="list-style-type: none"> <li>To <b>recognise</b> facts and myths about safe sex</li> <li>To <b>be able to</b> recognise the outcomes of intimacy (positive &amp; negative)</li> <li>To <b>evaluate</b> the opinions of 'safe sex' and 'save sex'</li> </ul>

### Year 11: Term 1 PSHE Day

Resourced by TEN:TEN 'Cinema in Education' curriculum – *Truth & Life* film

Year 11 Term 1 PSHE Day	Session Title	Lesson Objectives
	The Facts of Life-Truth & Lies	<ul style="list-style-type: none"> <li>To <b>recognise</b> that different facets of sexuality exist in culture/society (pornography, sexting, objectification)</li> <li>To <b>understand</b> that our bodies are a gift from God, to be honoured and respected</li> <li>To <b>evaluate</b> the impact these facets have on mentality, self-image and relationships</li> </ul>
	Truth or Lie –Part 1	<ul style="list-style-type: none"> <li>To <b>recognise</b> that there different choices/attitudes to sexualisation</li> <li>To <b>understand</b> our own opinions and choices</li> <li>To <b>evaluate</b> the effects of these choices</li> </ul>
	Truth or Lie – Part 2	<ul style="list-style-type: none"> <li>To <b>reaffirm</b> God's love for us, our respect for self and bodies</li> <li>To <b>deepen</b> understanding of issues/difficulties surrounding sexualisation in society</li> </ul>