



HFCS

RSE Policy
Revised January 2024

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OUR SCHOOL MISSION STATEMENT

“We are a Catholic community embracing the clear Christian values of respect, service and justice. We are a family of many cultures sharing one faith. We exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.”

DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

STATUTORY CURRICULUM REQUIREMENTS

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

RATIONALE

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

Following the guidance of the Bishops of England and Wales, and as advocated by the DFE (and the Welsh Assembly Government), RSE at Holy Family will be firmly embedded in our PSHCE framework. RSE is concerned with nurturing human wholeness and we see this, the physical, spiritual, emotional, moral, social and intellectual development of our students, as aligning with our mission to educate our students towards excellence in all dimensions of their lives.

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Our PSHCE curriculum 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 at Holy Family will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected.

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. Alongside our school values of achievement, service, participation, integrity, responsibility and equity, the following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, prudence, mercy and compassion.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise students’ 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 children and young people with a “positive and prudent sexual education”¹ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

INTENT

At Holy Family we aim to deliver a high-quality PSHCE education which is appropriate to the age, maturity and needs of our students. Our RSE programme aims to foster the development of the following as set out by the Catholic Education Service :

Attitudes and virtues:

- reverence for the gift of human sexuality and fertility;

¹ *Gravissimum Educationis* 1

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- 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.

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;

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- 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.

METHODOLOGY

At Holy Family, we ensure we are delivering to our students a comprehensive Relationship and Sex Education (RSE) by embedding its three aspects—attitudes and values, knowledge and understanding, and personal and social skills—across our entire school ethos. We achieve this through a diverse range of cross-curricular lessons and a dedicated RSE programme within the PSHCE curriculum.

At Key Stages 3 and 4, Relationships and Sex Education is integrated into three primary curriculum areas: RE, PSHCE, and Science. At Key Stage 5, RSE is delivered to students through their Core RE lessons and their PSHCE lessons.

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies 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 not incompatible with our school's promotion of Catholic teaching. We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Our Head of Personal Development spearheads the PSHCE curriculum at Holy Family, designing a bespoke spiralling curriculum consistently reflective of our Catholic ethos. The spiral structure of the RSE curriculum ensures that '*Healthy and Respectful Relationships*' and '*Consent and Boundaries*' are covered at the beginning of each scheme of work, allowing students to explore these key concepts every year. PSHCE is a scheduled lesson delivered by Form Tutors, who possess an

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in-depth understanding of the students and their families. Lesson plans are centrally developed and shared in advance to familiarise teachers with the content. Prior to teaching thorough discussions are held in Head of Year, Year Team, and Safeguarding meetings, to ensure that the content is age-appropriate and aligns with our students' needs. RSE lessons undergo further review by the Assistant Headteacher responsible for Catholic Life.

All PSHCE lessons commence with a prayer and our mission statement. Additionally, RSE sessions begin with a scripture reading relevant to the day's teachings.

All staff must attend compulsory staff INSET on delivering PSHCE/RSE lessons and the induction of new staff must be planned, especially for those unfamiliar with the teachings of the Catholic Church. Our school may call upon outside agencies and visiting speakers provided their brief is clear and the ground has been thoroughly prepared beforehand.

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

It is important that all students feel safe and able to participate in lessons. To support the involvement of all, teachers will use a range of teaching strategies and ensure that students are aware of the expectations. Each lesson will start with a set of ground rules which will foster an inclusive, respectful, safe learning environment. As with any topic, students will ask questions during PSHCE lessons to further their understanding. Due to the sensitive nature of the topics, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- Be honest.
- Respect the Equality Act and be mindful of the law.

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- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside our curriculum and guidance, is inappropriate in a whole class setting or raises concerns of a safeguarding nature, the teacher will attend to it on an individual basis which may involve discussion with parents, where this is necessary.

Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible. Teachers will be supported in ensuring that they know what to do, particularly in the case of disclosure of abuse.

EVIDENCE AND ASSESSMENT

Assessment in PSHCE centres on two main areas:

- Students' knowledge and understanding; for example, understanding healthy relationships with emphasis on consent and boundaries, navigating peer pressure positively, fostering positive friendships, and understanding anti-bullying measures.
- How well students can use their knowledge and understanding in developing attitudes and virtues and personal and social skills; for example, recognising their behaviour and how it has impacted others, seeking forgiveness, participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

In documenting RSE, student booklets are used from Year 7 to Year 13 to record each PSHCE lesson. Assessment at the culmination of a lesson or series of lessons varies in format. It may be informal to encourage discussion and creativity—such as organising a design-a-poster competition during anti-bullying week - or it may be recorded on displays around the school. End-of-topic tests are administered often in the form of a marked Google quiz.

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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. We will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. The RSE Curriculum Maps for each Key Stage are shared on our school website to allow parents to know what will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents have the legal right to withdraw their children from Sex Education where this is not contained in the National Curriculum Science orders. Parents do not have a right to withdraw their child from the health or relationships elements of the curriculum. It is hoped that parents sending their children to a Catholic school would see the importance of educating children in these matters within the context of the Catholic faith. Should parents wish to withdraw their children they should notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning; however, we firmly believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all students must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of students 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.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to students that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they

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would have to inform others, e.g. parents, head teacher, but that the students would always be informed first that such action was going to be taken.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lies with the Head of Personal Development, the Religious Education department, the Science department, the Form Tutors and the school's Senior Leadership Team. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for students of good, healthy, wholesome relationships as between staff, other adults and students. They will also be contributing to the development of students' personal and social skills.

EXTERNAL VISITORS

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'².

Health professionals 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

THE ROLE OF GOVERNORS

- The Governing body recognise their responsibility to ensure the RSHE programme follows Diocesan principles and reflects the Church's teaching.
- Ensure that this policy and its teaching complies with the law on equality as detailed in this policy.
- Support the Head of Personal Development in developing, reviewing and monitoring the quality of teaching of RSE.

² Protocol for Visitors to Catholic Schools, CES, Feb. 2011

- Support the Head of Personal Development in developing, reviewing and monitoring the school policy for RSE.

THE ROLE OF THE HEADTEACHER

- Take 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.
- Ensure that our school is fully compliant in delivering statutory requirements.

THE ROLE OF THE HEAD OF PERSONAL DEVELOPMENT

- Develop this policy, in conjunction with the Assistant Headteacher with responsibility for Catholic Life and in consultation with parents, governors, staff and students to ensure that it meets the needs of the whole school community.
- Ensure that all staff are up to date with related policy changes, and are familiar with school policy and guidance relating to Relationships, Sex and Health Education.
- Oversee the day-to-day running of the school's RSE provision.
- Contribute to delivering or organisation of training, where necessary.
- Liaise with outside agencies e.g. school nurse service, visitors etc to enhance the delivery of RSE.
- Ensure that appropriate resources are available for the teaching of RSE.
- Develop, review and monitor the teaching of RSE and the school policy, as requested by the Headteacher.
- Report to Governors and the Senior Leadership Team on the subject, as required.

THE ROLE OF STAFF

- Engage in professional development training around RSE provision, as required.
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE and that their practice reflects this.
- Tailor their teaching, planning and resources to ensure inclusive provision for all students in their class across the whole range of abilities, including those students with Special Educational Needs.

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- Provide regular feedback to the subject lead on their experience of teaching RSE and student response and direct any queries or questions about delivery to the subject lead as soon as possible.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy.
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

MONITORING AND EVALUATION

The Head of Personal Development will regularly monitor the provision by reviewing plans, schemes of work and students' work. Evaluation will involve student and staff questionnaires, lesson observations and drop-ins, and regular discussion with students, staff and parents. PSHCE AND RSE, its curriculum, the delivery and its reception, will be scrutinised across the school year as part of our MER Cycle. The results of all evaluation should be communicated to stakeholders, seeking suggestions for improvement. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

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APPENDIX

CURRICULUM CONTENT - RELATIONSHIPS AND SEX EDUCATION

We have worked hard to ensure that RSE is an embedded part of our broad and balanced curriculum, linking closely with safeguarding, Religious Education, SMSC and British Values. Our intent is to ensure that our students understand that they are made in the image and likeness of God and that through this understanding, they will be at ease with themselves and deepen their self-knowledge to grow and flourish healthily and holistically towards developing successful relationships. Our RSE curriculum promotes strong links and connections with Catholic teaching and gospel values, ensuring accessibility for all. We aim for our students to become happy, healthy and responsible members of society, understanding the necessary components to develop healthy and successful relationships within their own lives.

YEAR 7

PSHCE

1. HEALTHY AND RESPECTFUL RELATIONSHIPS

WHAT IS THE DEFINITION OF RESPECT? WHAT DOES RESPECT LOOK LIKE IN PRACTICE, ESPECIALLY IN BODY LANGUAGE? WHY IS RESPECT IMPORTANT WITHIN A RELATIONSHIP (FRIENDSHIP)?

2. CONSENT AND BOUNDARIES

WHAT DO CONSENT AND BOUNDARIES MEAN? WHY DO WE HAVE PHYSICAL BOUNDARIES AT SCHOOL, AND WHY IS THERE A SCHOOL RULE PREVENTING PLAY-FIGHTING? WHAT IS A BOUNDARY, HOW DO WE ASSERT THEM AND WHY ARE THEY IMPORTANT?

3. HOW CAN I MAKE FRIENDS?

HOW CAN WE EFFECTIVELY COMMUNICATE WITH PEOPLE WE DON'T KNOW TO BUILD A FRIENDSHIP? HOW DO I FIND SOMEONE WITH COMMON INTERESTS? WHAT CAN I DO TO PUT MYSELF IN A SCENARIO WHERE I CAN MAKE HEALTHY FRIENDSHIPS?

4. WHAT MAKES A GOOD FRIEND?

WHAT ARE THE QUALITIES OF A GOOD FRIENDSHIP? WHY IS IT IMPORTANT FOR A FRIEND TO BE HONEST AND TRUSTWORTHY?

5. FRIENDSHIPS AND MANAGING THEM

HOW CAN WE EFFECTIVELY COMMUNICATE AND PROBLEM SOLVE WITHIN FRIENDSHIPS?

6. ONLINE FRIENDSHIPS

HOW DO WE MANAGE HEALTHY AND SAFE RELATIONSHIPS ONLINE AND OFFLINE (WITH OUR PEERS / PEOPLE WE KNOW)? WHAT ARE THE DANGERS OF COMMUNICATING WITH PEOPLE ONLINE WHO WE HAVE NEVER MET?

7. PEER PRESSURE & INFLUENCE

WHAT IS THE DEFINITION OF PEER PRESSURE? WHAT CAN WE SAY / DO TO AVOID GIVING IN TO PEER PRESSURE

8. BEING POSITIVE & AVOIDING GOSSIP

HOW CAN WE EFFECTIVELY BE POSITIVE TOWARDS AND ABOUT EACH OTHER? WHAT IS THE HARM IN GOSSIP AND RUMOURS? WHAT ARE THE IMPACTS POSITIVITY HAS ON OURSELVES AND FRIENDS?

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RE

DIGNITY OF THE HUMAN PERSON

CATHOLIC SOCIAL TEACHING (DIGNITY OF THE HUMAN PERSON, PREFERENTIAL OPTION FOR THE POOR)

1. 'BELONGING'

STUDENTS LEARN ABOUT WHAT IT MEANS TO BELONG TO A COMMUNITY. HOW CAN WE BUILD MEANINGFUL RELATIONSHIPS IN SCHOOL AND WIDER SOCIETY?

2. 'CREATION AND COVENANT'

STUDENTS LEARN ABOUT THE IMPORTANCE OF LOOKING AFTER THE ENVIRONMENT, IN LINE WITH POPE FRANCIS' ENCYCLICAL TITLED 'LAUDATO SI'. SCIENTIFIC AND RELIGIOUS THEORIES OF CREATION ARE TAUGHT TO ALLOW FOR STUDENTS TO BE AWARE OF OTHER WORLDVIEWS. STUDENTS LEARN ABOUT HOW GOD CREATED ALL HUMAN BEINGS WITH DIGNITY AND WHAT THIS MEANS FOR HOW WE TREAT OTHER PEOPLE. CATHOLIC SOCIAL TEACHINGS ARE INTRODUCED, WITH AN EMPHASIS ON THE PREFERENTIAL OPTION OF THE POOR AND CARING FOR OUR COMMON HOME.

THE THEMES OF RESPECT, DIGNITY, CATHOLIC SOCIAL TEACHING AND JUSTICE ARE REVISITED ALL THROUGHOUT THE KS3 CURRICULUM

SCIENCE

REPRODUCTION & REPRODUCTIVE SYSTEM, DIFFERENT BODY SHAPES/SIZES & PHYSICAL ATTRIBUTES

WHAT IS THE FUNCTION OF THE MALE AND FEMALE REPRODUCTIVE SYSTEM? WHAT IS MEANT BY ADOLESCENCE? WHAT HAPPENS DURING PUBERTY?

REPRODUCTION, FERTILISATION & IMPLANTATION, DEVELOPMENT OF A FOETUS, IMPACTS OF MATERNAL LIFESTYLE ON THE FOETUS (E.G. FOETAL ALCOHOL SYNDROME)

HOW DOES A BABY DEVELOP? WHAT ARE GAMETES? HOW DO SPERM CELLS REACH THE EGG? WHAT HAPPENS DURING SEXUAL INTERCOURSE? STATE HOW LONG GESTATION LASTS IN HUMANS. DESCRIBE HOW SUBSTANCES ARE TRANSFERRED BETWEEN A MOTHER AND HER FOETUS.

REPRODUCTION

WHAT ARE THE STAGES OF THE MENSTRUAL CYCLE? WHAT IS MEANT BY OVULATION? WHAT ARE THE DIFFERENT METHODS OF CONTRACEPTION? HOW DOES THE PILL WORK?

YEAR 8

PSHCE

1. HEALTHY AND RESPECTFUL RELATIONSHIPS

WHAT DOES A HEALTHY FAMILY LOOK LIKE (OF ALL DIFFERENT TYPES)? HOW DO WE EFFECTIVELY COMMUNICATE WITHIN A HOUSEHOLD?

2. CONSENT AND BOUNDARIES

RECAP ON WHAT "BOUNDARIES" AND "CONSENT" MEAN. WHY IS IT IMPORTANT THAT WE RESPECT BOUNDARIES? HOW SHOULD IMBALANCED RELATIONSHIPS (WHERE CONSENT HAS OR HASN'T BEEN GIVEN) BE MANAGED (PRACTICE SCENARIOS)?

3. ASSERTIVE CONSENT

HOW SHOULD WE COMMUNICATE USING BODY LANGUAGE AND VERBAL LANGUAGE? WHY IS CONSENT IMPORTANT (TO GIVE IT AND ALSO TO UNDERSTAND WHEN SOMEONE SAYS NO)? HOW CAN WE ASSERTIVE OURSELVES (PRACTICE SCENARIOS)?

4. POSITIVE AND HEALTHY RELATIONSHIPS

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WHAT DOES TRUST, RESPECT AND BALANCE LOOK LIKE WITHIN A RELATIONSHIP? WHAT DOES A HEALTHY AND UNHEALTHY RELATIONSHIP LOOK LIKE? WHAT DOES EFFECTIVE COMMUNICATION LOOK LIKE WHEN TRYING TO RESOLVE ISSUES.

5. WHAT DO WE MEAN BY SEXUALITY?

WHAT IS SEXUALITY AND DIFFERENT SEXUAL ORIENTATIONS? WHAT IS THE EQUALITY ACT?

6. PEER PRESSURE AND INFLUENCE

WHAT IS THE CONNECTION BETWEEN PEER PRESSURE, VAPING AND SOCIAL MEDIA? WHAT ARE THE CONCERNS AROUND AND RISKS ASSOCIATED WITH YOUNG PEOPLE VAPING?

7. AVOIDING GANGS

WHAT ARE THE REASONS WHY SOME YOUNG PEOPLE JOIN GANGS? WHAT ARE THE CONSEQUENCES AND HOW CAN THIS BE AVOIDED? WHY IS IT IMPORTANT TO AVOID GANGS AND CRIMINAL BEHAVIOUR? WHAT WAYS DO OLDER YOUTHS GROOM YOUNGER APPRENTICES INTO GANGS - CHICKEN SHOP GROOMING?

8. THE DIFFERENCE BETWEEN LOVE AND ABUSE

WHAT IS THE DIFFERENCE BETWEEN LOVE AND ABUSE? HOW CAN WE IDENTIFY THE SIGNS OF ABUSE AND CONTROLLING RELATIONSHIPS? WHO CAN WE SPEAK TO IF WE ARE CONCERNED?

RE

CATHOLIC SOCIAL TEACHING

1. PROPHECY AND PROMISE

STUDENTS REVISIT THE IMPORTANCE OF OUR CATHOLIC SOCIAL TEACHING 'PREFERENTIAL OPTION OF THE POOR' BY LEARNING ABOUT THE PROPHET AMOS WHO ADVOCATED FOR THE RIGHTS OF THE POOR AND MARGINALISED. STUDENTS CONTINUE TO LEARN ABOUT THE LIFE OF ST OSCAR ROMERO AND THE IMPORTANCE OF SPEAKING OUT AGAINST INJUSTICE. STUDENTS HAVE THE OPPORTUNITY TO REFLECT ON THEIR OWN LIVES AND THINK ABOUT HOW THEY CAN BE A 'PROPHET, PRIEST AND KING' I.E. MENTORING OTHERS, GUIDING PEOPLE TO DO WHAT IS CORRECT AND THE DEVELOPMENT OF THEIR SPIRITUAL LIVES.

2. GALILEE TO JERUSALEM

STUDENTS LEARN ABOUT THE 'KINGDOM OF GOD' AND THE QUALITIES THAT CHRISTIANS NEED TO GAIN ACCESS TO IT. THERE IS AN OPPORTUNITY FOR STUDENTS TO LEARN ABOUT HOW JESUS INTERACTED WITH THE MOST MARGINALISED IN SOCIETY I.E. WOMEN, CHILDREN, THE SICK AND POOR I.E. THROUGH PARABLES AND MIRACLES. THERE IS APPLICATION TO REAL LIFE EXAMPLES OF THE KINGDOM VALUES BEING FULFILLED THROUGH THE WORK OF ST VINCENT DE PAUL AND MISSO AND DOROTHY DAY.

THE THEMES OF RESPECT, DIGNITY, CATHOLIC SOCIAL TEACHING AND JUSTICE ARE REVISITED ALL THROUGHOUT THE KS3 CURRICULUM.

SCIENCE

N/A

YEAR 9

PSHCE

1. HEALTHY AND RESPECTFUL RELATIONSHIPS

WHAT DOES A HEALTHY PEER TO PEER RELATIONSHIP LOOK LIKE? HOW CAN PEERS EFFECTIVELY COMMUNICATE WITH EACH

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OTHER? HOW CAN PEER RELATIONSHIPS BE MANAGED EFFECTIVELY (ESPECIALLY IF PEERS DON'T GET ON)?

2. CONSENT AND BOUNDARIES

WHAT IS THE LAW OF SEXUAL CONSENT?

3. WHY DELAY SEXUAL ACTIVITY?

WHAT ARE THE BENEFITS OF DELAYING SEXUAL ACTIVITY IN ORDER TO COMPLY WITH THE LAW, TO KEEP IN LINE WITH CATHOLIC FAITH, TO ENSURE EMOTIONALLY AND PHYSICALLY READY AND EDUCATED FOR ADULT RELATIONSHIPS?

4. WHAT IS SEXUALISATION WITHIN THE MEDIA?

WHAT IMPACT DOES SEXUALISATION WITHIN THE MEDIA HAVE ON THE PRESSURE OF SEXUAL ACTIVITY AND SENDING INAPPROPRIATE IMAGES? HOW DOES SEXUALISATION IN THE MEDIA FEED INTO MISOGYNISTIC VIEWS?

5. WHAT ARE THE ISSUES ASSOCIATED WITH SENDING INAPPROPRIATE PICTURES?

WHAT IS THE LAW AROUND SENDING AND RECEIVING INDECENT IMAGES? WHAT IMPACT CAN INAPPROPRIATE IMAGES HAVE ON THE RECEIVER? WHAT COULD HAPPEN TO AN INAPPROPRIATE IMAGE?

6. WHAT ARE THE ISSUES ASSOCIATED WITH PORNOGRAPHY?

HOW DOES PORNOGRAPHY LEAD TO A DISTORTED IDEA OF SEXUAL BEHAVIOURS? IN WHAT WAYS DOES PORNOGRAPHY UNDERMINE THE DIGNITY OF THE HUMAN PERSON? HOW CAN PORNOGRAPHY DAMAGE THE WAY PEOPLE SEE THEMSELVES IN RELATION TO OTHERS AND NEGATIVELY AFFECT HOW THEY BEHAVE TOWARDS SEXUAL PARTNERS?

7. WHAT ARE THE DIFFERENCES BETWEEN FLIRTING AND SEXUAL HARASSMENT?

WHAT IS SEXUAL HARASSMENT AND SEXUAL VIOLENCE, AND WHY ARE THESE ALWAYS UNACCEPTABLE? HOW DO WE ENSURE OUR LANGUAGE AND BODY LANGUAGE IS APPROPRIATE? WHAT IS THE DIFFERENCE BETWEEN FLIRTING AND SEXUAL HARASSMENT? HOW DOES SEXUAL HARASSMENT PLAY A PART IN MISOGYNISTIC VIEWS?

8. WHAT IS FGM?

WHAT IS FGM? WHAT IS THE PHYSICAL AND EMOTIONAL DAMAGE CAUSED BY FGM? WHAT IS THE LAW AROUND FGM?

RE

MARK'S GOSPEL - JESUS' MORAL TEACHING (E.G. MIRACLES; HELPING THE POOR/OUTCAST)

THERE IS AN OPPORTUNITY FOR STUDENTS TO LEARN ABOUT HOW JESUS INTERACTED WITH THE MOST MARGINALISED IN SOCIETY I.E. WOMEN, CHILDREN, THE SICK AND POOR I.E. THROUGH PARABLES AND MIRACLES.

PERSONAL AND ETHICAL DECISION-MAKING.

STUDENTS HAVE A UNIT OF 'ETHICS' WHERE THEY HAVE THE OPPORTUNITY TO LEARN ABOUT HOW MORAL DECISIONS ARE MADE IN THE SIX MAJOR WORLD RELIGIONS (CHRISTIANITY, JUDAISM, SIKHISM, ISLAM, HINDUISM AND BUDDHISM).

FOLLOWING FROM THIS, THERE IS REAL LIFE APPLICATION AND STUDENTS HAVE THE OPPORTUNITY TO LEARN AND DEBATE ABOUT MORAL DILEMMAS AND ISSUES SUCH AS ABORTION, EUTHANASIA, ANIMAL RIGHTS AND WAR. CHALLENGING QUESTIONS ARE RAISED SUCH AS 'SHOULD ANIMALS HAVE THE SAME RIGHTS AS HUMANS' TO 'IS IT EVER JUST TO GO TO WAR?' STUDENTS DEVELOP THEIR SKILLS IN LISTENING TO AND RESPECTING OTHER WORLDVIEWS.

SCIENCE

N/A

YEAR 10

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PSHCE

1. HEALTHY RELATIONSHIPS

WHAT DOES A HEALTHY RELATIONSHIP WITH A PEER LOOK LIKE, ON AND OFF SOCIAL MEDIA?

WHAT IMPACT DOES SOCIAL MEDIA HAVE ON FRIENDSHIP GROUPS AND RELATIONSHIPS? HOW IS TRUST FORMED IN RELATIONSHIPS, ESPECIALLY IN RESPECT TO SOCIAL MEDIA? WHAT MYTHS SHOULD BE DISPELLED AROUND PHONE ACCESS IN A RELATIONSHIP? .

2. CONSENT AND BOUNDARIES

HOW CAN BODY LANGUAGE PROVIDE KNOWLEDGE AND UNDERSTANDING FOR CONSENT AND BOUNDARIES? WHAT VERBAL AND BODY LANGUAGE INDICATES CONSENT HAS BEEN WITHDRAWN? HOW CAN A PERSON RESIST THE PRESSURE TO HAVE SEX AND AVOID APPLYING PRESSURE?

3, LAWS AROUND RAPE

WHAT IS THE LAW ON CONSENT AND STATUTORY RAPE? WHAT IS THE LAW ON RAPE AND SEXUAL ASSAULT? HOW CAN A PERSON IDENTIFY NEXT STEPS AND PLACES OF SUPPORT IF THEY ARE A VICTIM?

4. SEXUAL HARASSMENT IN THE STREET AND LAW

WHAT IS LAW ON SEXUAL HARASSMENT ON THE STREET AND CAT-CALLING? WHAT IS THE IMPACT OF SEXUAL HARASSMENT IN PUBLIC? WHO ARE IMPACTED BY SEXUAL HARASSMENT? WHAT DO STAKEHOLDERS DO (GOVERNMENT, SCHOOLS, SOCIETY AND INDIVIDUALS) TO STOP PUBLIC SEXUAL HARASSMENT?

5. VICTIM BLAMING

WHAT IS VICTIM BLAMING AND HOW DOES IT IMPACT THE INDIVIDUAL? HOW CAN GENDER STEREOTYPES IMPACT VICTIM BLAMING? HOW CAN WE TAKE AWAY AN UNCONSCIOUS BIAS WHEN TALKING ABOUT VICTIM BLAMING? WHAT CAN WE ALL DO TO DECREASE VICTIM BLAMING IN SOCIETY AND CREATE A SUPPORTIVE CULTURE?

6. DOMESTIC ABUSE AND CONTROLLING & COERCING BEHAVIOUR

WHAT CONTROLLING BEHAVIOUR LOOKS LIKE IN A RELATIONSHIP BETWEEN TEENAGERS? WHAT DO THE STATISTICS ON DOMESTIC VIOLENCE SHOW (WITH A FOCUS ON 16-24 YEAR OLDS)? WHAT MYTHS NEED TO BE DISPELLED SURROUNDING DOMESTIC VIOLENCE? HOW CAN COERCIVE BEHAVIOUR BE RECOGNISED? WHAT CAN A PERSON DO IF THEY ARE IN A CONTROLLING/COERCIVE/DV RELATIONSHIP?

7. WHAT DOES A COMMITTED STABLE RELATIONSHIP LOOK LIKE?

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 IS MARRIAGE AN IMPORTANT RELATIONSHIP CHOICE FOR MANY COUPLES, AND WHY MUST IT BE FREELY ENTERED INTO? WHAT ARE THE CHARACTERISTICS AND LEGAL STATUS OF OTHER TYPES OF LONG-TERM RELATIONSHIPS (E.G. CIVIL PARTNERSHIPS, COHABITATION)?

8. WHAT IS THE ROLE OF KEY ADULTS IN A CHILD'S LIFE?

WHAT ARE THE ROLES AND RESPONSIBILITIES OF PARENTS WITH RESPECT TO RAISING CHILDREN, INCLUDING THE CHARACTERISTICS OF SUCCESSFUL PARENTS? WHAT ARE THE ROLES OF / IMPACTS OF PARENTS, GUARDIANS, TRUSTWORTHY OLDER FAMILY MEMBERS, TEACHERS (AS ROLE MODELS)?

RE

THE NATURE OF HUMANITY AND THE DIGNITY OF THE HUMAN PERSON.

AT THE START OF THE GCSE COURSE, STUDENTS LEARN ABOUT THE NATURE OF HUMANITY FROM A CATHOLIC PERSPECTIVE, WITH THE KEY MESSAGE FROM GENESIS 1:27 BEING EMPHASISED THROUGHOUT THE COURSE. STUDENTS LEARN ABOUT THE

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DIFFERENT CHARACTERISTICS OF HUMAN BEINGS AND THEIR RELATIONSHIP WITH GOD.

CATHOLIC SOCIAL TEACHING

BUILDING UPON PRIOR LEARNING FROM KS3, CATHOLIC SOCIAL TEACHINGS ARE STUDIED IN GREATER DEPTH WITH REAL WORLD APPLICATION I.E. POVERTY, EXPLOITATION AND CLIMATE CHANGE. POPE FRANCIS' ENCYCLICAL TITLED 'LAUDATO SI' IS ALSO REVISITED AND STUDENTS ARE INVITED TO THINK ABOUT HOW THE ENVIRONMENT IS CARED FOR AT A LOCAL, NATIONAL AND GLOBAL LEVEL AND WHAT THEY CAN DO TO HELP CONTRIBUTE. THEMES OF JUSTICE, RECONCILIATION AND PEACE ARE APPLIED TO CONTEMPORARY ISSUES SUCH AS WAR, REFUGEE CRISIS AND THE COST OF LIVING AND WHAT CATHOLICS DO TO HELP SUPPORT

PERSONAL AND ETHICAL DECISION MAKING

IN THIS UNIT, STUDENTS EXPLORE THE REASONS FOR WHY CHRISTIANS BELIEVE JESUS IS A SOURCE OF AUTHORITY FOR MORAL TEACHING. THEY ALSO LEARN ABOUT THE DIVERGENT UNDERSTANDINGS OF NATURAL LAW, VIRTUE AND PRIMACY OF CONSCIENCE ALONG WITH THE IMPLICATIONS THIS MAY RAISE FOR CHRISTIANS TODAY. THEMES SUCH AS LOVE OF OTHERS, FORGIVENESS, SERVANTHOOD AND SOCIAL JUSTICE ARE EXPLORED ALONG WITH HOW JESUS TREATED THE POOR, PRISONERS, SICK AND OPPRESSED.

SCIENCE

STI/Ds, INCLUDING HIV/AIDS, GONORRHOEA, CHLAMYDIA; HOW THESE ARE TRANSMITTED; AS WELL AS THEIR SYMPTOMS.

UNDERSTANDING THE IMPACT OF THEIR ACTIONS LOCALLY, NATIONALLY AND GLOBALLY, INCLUDING THE KNOWLEDGE AND UNDERSTANDING TO ENSURE THAT SUCH JUDGEMENTS ARE WELL-INFORMED.

YEAR 11

PSHCE

1. HEALTH AND RESPECTFUL RELATIONSHIPS

HOW CAN PEOPLE BUILD A HEALTHY RELATIONSHIP IN AN INTIMATE RELATIONSHIP? WHAT ARE THE CHARACTERISTICS OF A HEALTHY AND UNHEALTHY RELATIONSHIP? HOW CAN TRUST, RESPECT, HONESTY AND BOUNDARIES BE DEVELOPED? HOW CAN A PERSON END A RELATIONSHIP RESPECTFULLY?

2. CONSENT AND BOUNDARIES

WHAT IS THE LAW SURROUNDING CONSENT? WHAT IMPACT DO DRUGS AND ALCOHOL HAVE ON A PERSON'S PERCEPTION, REACTIONS AND HOW SITUATIONS ARE READ? WHAT IMPACT DO DRUGS AND ALCOHOL HAVE ON UNDERSTANDING AND RECOGNISING CONSENT AND CONSEQUENCES?

3. SEXUAL HEALTH - STIs & STDs

WHY IS SEXUAL HEALTH IMPORTANT? WHAT ARE THE DIFFERENT TYPES OF STDs AND THE SYMPTOMS OF EACH STD? HOW CAN STDs BE TRANSMITTED? WHAT ARE THE FACTS ABOUT TESTING, AND WHY IS TESTING IMPORTANT? WHAT IMPACT DO STDs HAVE ON FUTURE FERTILITY?

4. UNDERSTANDING THE ISSUES SURROUNDING PORNOGRAPHY

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WHAT IMPACT DOES PORNOGRAPHY HAVE ON THE USER? WHAT IS THE FEMINIST PERSPECTIVE ON PORNOGRAPHY?
WHAT IS THE LAW SURROUNDING REVENGE PORN? HOW DOES PORNOGRAPHY UNDERMINE THE DIGNITY OF THE HUMAN PERSON?

5. GROOMING AND SEXUAL EXPLOITATION

WHAT IS THE DEFINITION OF GROOMING AND SEXUAL EXPLOITATION? WHAT ARE THE SIGNS OF GROOMING? WHERE CAN A PERSON SEEK HELP IF THEY BELIEVE THEY OR A FRIEND IS BEING GROOMED AND SEXUALLY EXPLOITED?

6. SEXUAL HARASSMENT IN THE WORKPLACE

WHAT IS SEXUAL HARASSMENT IN THE WORKPLACE AND THE LAW SURROUNDING THIS? HOW CAN WE RECOGNISE SEXUAL HARASSMENT IN THE WORKPLACE? HOW CAN A PERSON REPORT SEXUAL HARASSMENT?

RE

RELATIONSHIPS AND FAMILIES IN THE 21ST CENTURY

WITHIN THIS UNIT, STUDENTS LEARN ABOUT THE NATURE OF MARRIAGE FROM CATHOLIC, HUMANIST AND SECULAR PERSPECTIVES, ALLOWING FOR AN UNDERSTANDING OF DIFFERENT WORLDVIEWS. MARITAL BREAKDOWN AND DIVORCE ARE DISCUSSED IN LINE WITH CATHOLIC TEACHINGS, WHILST BEING SENSITIVE TO, AND AWARE OF OTHER WORLDVIEWS. THE NATURE OF FAMILIES IN THE 21ST CENTURY IS A FOCUS WHERE STUDENTS HAVE THE OPPORTUNITY TO LEARN ABOUT DIFFERENT FAMILY STRUCTURES I.E. EXTENDED, NUCLEAR AND BLENDED. DIFFERENT FORMS OF CONTRACEPTION ARE EXPLORED WHEN STUDENTS LEARN ABOUT FAMILY PLANNING AND HOW THE CATHOLIC CHURCH SUPPORTS THE UPBRINGING OF CHILDREN.

THE EQUALITY OF MEN AND WOMEN IS EXPLORED THROUGH THE LENS OF HUMAN DIGNITY, RESPECT AND ALSO LOOKING AT THE ISSUE OF GENDER DISCRIMINATION AND PREJUDICE.

SCIENCE

PROTECTIVE PRACTICES, INCLUDING ABSTINENCE WITHIN THE CONTEXT OF CONTRACEPTION.

HUMAN FERTILITY; METHODS OF MANAGING CONCEPTION FOR THE PURPOSES OF ACHIEVING OR AVOIDING PREGNANCY AND THE DIFFERENCE BETWEEN NATURAL AND ARTIFICIAL AND HORMONAL AND NON-HORMONAL METHODS OF CONTRACEPTION.

ROLES OF HORMONES IN HUMAN REPRODUCTION, INCLUDING THE MENSTRUAL CYCLE.

THE USE OF HORMONES IN MODERN REPRODUCTIVE TECHNOLOGIES TO TREAT INFERTILITY (IVF).

UNDERSTAND SOCIAL AND ETHICAL ISSUES ASSOCIATED WITH IVF TREATMENTS.

MAKE INFORMED JUDGEMENTS ABOUT THE ECONOMIC, SOCIAL AND ETHICAL ISSUES CONCERNING EMBRYO SCREENING.

HUMAN REPRODUCTION

YEAR 12

PSHCE

HEALTHY RELATIONSHIPS AND RECOGNISING HARMFUL BEHAVIOUR

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VICTIM BLAMING
SEXUAL HARASSMENT IN SOCIETY
ONLINE SEXUAL IMAGES AND BULLYING

RE - CORE

THEOLOGY OF THE BODY- TYPES OF LOVE, OBJECTIFICATION OF WOMEN
THE MEANING OF SEX
CONTRACEPTION
MARRIAGE
CONSENT
CATHOLIC SOCIAL TEACHING

SCIENCE - BIOLOGY

MEIOSIS IN SEXUAL REPRODUCTION

YEAR 13

PSHCE

HEALTHY RELATIONSHIPS
VICTIM BLAMING
SEXUALLY EXPLICIT MATERIALS
BOUNDARIES

RE - CORE

FRIENDSHIP
HEALTHY RELATIONSHIPS

SCIENCE - BIOLOGY

ETHICS OF GENE SCREENING AND COUNSELLING FOR INHERITED DISEASES

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