

Author: Clement Donegan	Receiver: All staff
Review Date: September 2020	Next Review: September 2021

RELATIONSHIP AND SEX EDUCATION POLICY

This policy has been written for the Whole School, Senior, Preparatory and Nursery

“This is what the Lord asks of you:
to act justly, to love tenderly and to walk humbly with your God”
(Mic.6:8)

Rationale

In line with the School’s Mission Statement, we aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have “Strength of Mind, Strength of Values, Strength of Purpose”.

Catholic schools, like all other schools in England, are required to produce a written policy following the guidance issued by the Department for Education (DfE) on Relationship and Sex Education (RSE). Catholic schools are also required to deliver RSE in accordance with the teaching of the Catholic Church. This approach is compatible with the guidance issued by the DfE.

- [The DfE Guidance for Sex & Relationships Education \(RSE\) 2019](#) states that effective RSE is essential for young people to make responsible and informed decisions about their lives. The objective of RSE is to help and support young people through their physical, emotional and moral development and preparation for adult life.
- The DfE guidance 20 - In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- The DfE guidance 21 - All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example,

the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

- The DfE guidance 22 - In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

In accordance with the School's Mission Statement, our aim is to create a community which recognises each individual as a unique part of God's creation, nurtures in each a sense of dignity and self-worth, and fosters supportive and caring relationships.

- This vision is the Christian vision of what it means to be fully human, therefore we have a duty to educate the whole person, spiritually, intellectually, morally, emotionally and physically towards Christian maturity. "I have come that you might have life and have it to the full." (John 10:10)
- Education in personal development and sexuality is underpinned by our Christian belief in loving and fulfilling relationships. The dignity of the human person is because we are made in the image and likeness of God. At the centre of our Christian faith is the communion of the Trinity, united in a loving relationship and embracing all people and all creation. Our gender and sexuality are thus God's gift, reflecting God's beauty and his plan for us to share in divine creativity. Our RSE policy provides a positive view of our God given human sexuality, mutual respect and the dignity of the human person.
- All staff have a responsibility to contribute to the physical, moral and spiritual well-being of students as role models. The Governing Body ensures that all who deliver specific sections on the RSE programme, are trained to do so through CPD.

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. 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. In Secondary schools RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

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 shall be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we shall ensure that students are offered a balanced programme by ensuring that students receive clear scientific information as well as covering the law (in secondary schools/academies relating to forced-marriage, female genital mutilation and abortion and legislation relating to equality).

Equality

We shall ensure equality by ensuring RSE is sensitive to the different needs of individual students and is taught in a way that does not subject students to discrimination. Lessons shall 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.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We shall respond to parental requests and concerns.

Students with Special Needs

We shall ensure that all students receive sex and relationship education, and we shall offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Children's questions

The Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students can ask questions freely, be confident that their questions will be answered, and be sure that they shall be free from bullying or harassment from other children. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The Governors believe that children are best educated, 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 students, shall help to create a supportive climate for discussion.

Aims & Learning Objectives

RSE is part of the mission of Catholic Schools to educate students holistically, seeking to form as well as inform young people in preparation for adult life.

Our RSE Programme recognises the need for understanding individual dignity and physical and emotional growth, as well as relational rights and responsibilities. It also recognises Church teaching on the family and reproduction, and seeks to help students understand this teaching within today's complicated and sometimes challenging context.

These aspects of RSE are listed below, elaborating our respective Aims and Learning Objectives

1. Understanding Self

a. We aim to help students understand their dignity as a Child of God, by enabling them to:

- know that they are a unique creation of God and so are able to grow in self-respect, developing a positive attitude to themselves, their feelings and their sexuality;
- explore the meaning, value and sanctity of human life in all its fullness;
- understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships.

b. We aim to help students understand their physical dignity and integrity by enabling them to:

- develop an understanding of themselves, in ways appropriate to their age and developmental needs, their bodies and their physical development as they grow and change;
- know the correct vocabulary for external body parts, sexual organs, and menstruation;
- take care of themselves, their health, safety and personal hygiene;
- know that some diseases are infectious;
- explain the process of human procreation;
- understand that some choices can entail undesirable outcomes, such as psychological distress, physical trauma, STIs, HIV/AIDS, abortion;
- think positively about their own body;
- become aware of good choices and poor choices and their consequences.

c. We aim to help students understand their emotional and moral dignity and integrity by enabling them to:

- maintain a school community in which students feel they can share their concerns and know they shall be listened to sensitively and ask for help, guidance and support;
- recognise the importance of the choices they make and their responsibility for the decisions they take;
- make good choices about what to do in particular situations.

2. Understanding Others

a. We aim to help students recognise the qualities that help relationships grow and develop positively, by enabling them to:

- identify and have the confidence to talk about their emotions and how to respond positively to them;
- communicate a point of view clearly and appropriately and listen to the views of others;
- understand that self-giving love is central to relationships;
- recognise the importance of forgiveness and saying sorry in relationships;
- understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships;
- reflect on their own relationships recognising those qualities that help relationships grow;
- develop knowledge, communication skills and understanding in order to help personal decision-making
- take responsibility for oneself and for one's actions.

b. We aim to help students develop a critical awareness of the values conveyed by the media in relation to self-image and sexuality and to help them manage peer, social and media pressures by enabling them to:

- come to understand the influence and impact of the media, Internet, peer groups and develop the ability to assess pressures and respond appropriately;
- understand and respond appropriately to prejudice and gender stereotyping;
- develop the ability to form positive, non-exploitative relationships and reject bullying.

3. Understanding Family & Marriage

a. We aim to engender respect for the sanctity of marriage and family life, by enabling students to:

- explore and reflect on their own experience of people who are married;
- have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members;
- have an understanding of a family as a spiritual community in which members can grow in faith, hope and love;
- recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children.

b. We aim to help students gain an understanding and respect for relevant Church teaching about sexual intercourse within the Sacrament of Marriage, with a commitment to permanence, exclusivity and fidelity, by enabling students to:

- understand that the difference between male and female is part of God's loving and creative plan;

- understand sexual behaviour and reproduction in the context of a loving and self-giving marriage, avoiding its reduction to bodily functions.

c. We aim to provide full and accurate information regarding contraception balanced with the Church's teaching on sexual intercourse.

- understand the difference between natural family planning and artificial contraception;
- recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children.

4. Understanding our Current Context and Challenges

a. We aim to help students recognise the many challenges faced in modern society regarding relationships and sexual activity, by enabling them to:

- recognise and reflect upon Catholic teaching about contraception and family planning;
- recognise and reflect upon Catholic teaching on the distinction between sexual orientation and sexual activity;
- recognise and reflect upon Catholic teaching regarding homosexuality, bisexuality and transgender.

b. We aim to raise awareness about topics such as STI's/HIV/AIDS, IVF, and genetic engineering, as well as topics like pornography, sexual assault, grooming etc.

c. We aim to cover all aspects required by law including those relating to forced-marriage, female genital mutilation, abortion and legislation relating to equality.

Planning and Organisation

Catholic – all RSE is in accordance with the teaching of the Catholic Church, embracing the universal values of Gospel teaching;

Continuous and Progressive – from Nursery to Sixth Form and between the Key Stages

Co-ordinated – co-ordination is important, since there are many teachers contributing to the programme

Integrated – into the whole curriculum and both in and out of the classroom

Roles and Responsibilities

Governors

- Ratify the RSE policy in consultation with SLT, Staff and parents;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the School and our Catholic beliefs;
- 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 PSHCE.

Headmaster

- The Head teacher 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.

PSHCE Co-ordinator

The co-ordinator with the Chaplaincy Team and SLT has a general responsibility for supporting other members of staff in the implementation of this policy and shall provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. They are supported by the **Deputy Head Pastoral** who is also the Designated Safeguarding Lead.

All Staff

RSE is a whole-school issue. 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 students. Teachers shall be expected to know and understand RSE in accordance with the Catholic Ethos of the school and deliver the curriculum where appropriate. Appropriate training shall be made available for all staff teaching RSE. All staff should be aware of the policy and how it relates to them.

All staff shall be involved in developing the attitudes and values aspect of the RSE programme. They shall be role models for students of good, healthy, wholesome relationships as between staff, other adults and students. They shall also be contributing to the development of students' personal and social skills.

Responsibility for the specific relationships and sex education programme lies with the relevant curriculum staff. This shall normally include Science, Religious Education, and PSHCE.

Parents

Recognising that parents are the primary educators of their children the School shall seek to support them in this task. They shall be able to view the resources used by the School in the Relationship and Sex Education Programme.

Staff

Responsibility of PSHCE Co-ordinator

- Liaises with Deputy Head Pastoral, Head of Nursery, Head of Preparatory School, Heads of Years 7 to 11 and Head of Sixth Form, Head of RS Department, Lay Chaplain, Father President and Medical Department;
- Liaises with students and Senior Leadership Team;
- Liaises with Medical Staff about the programmes they deliver;
- Ensures the progression and co-ordination of the programme;
- Supports and offers advice to Head of Nursery, Head of the Preparatory School, Heads of Year 7 to 11 and Head of Sixth Form in planning relevant activities;

- Maintains and purchases resources;
- Arranges visiting speakers and arranges venues and resources for them;
- Attends appropriate courses;
- Leads and assists in school-based Inset;
- Monitor the programme.

Responsibility of Head of Nursery/Head of Preparatory School/Head of Year

- Liaises with PSHCE co-ordinator with regard to the content of the programme;
- Liaises with PSHCE co-ordinator to make appropriate arrangements for visiting speakers;
- Ensures that resources are available from the PSHCE co-ordinator;
- Includes a review of the programme as an agenda item for a meeting with class teachers/tutors at least once each year.

Responsibility of Class Teacher/Form Tutor

The key person in the delivery of the programme is the Class Teacher (Preparatory School) or the Form Tutor (Senior School). The Class Teacher/Form Tutor:

- Liaises with the Head of Department, Head of Year and PSHCE co-ordinator as regards to content of the programme;
- Ensures that they have the resources available for their class/tutees;
- Ensures that class/tutor time is used constructively and efficiently in furthering the development of their students.

Delivery of Learning Objectives

- Within our Catholic ethos we shall ensure that all students receive suitable RSE and guidance, explicitly through PSHCE, Science, Religious Education and English and implicitly in appropriate guidance by relevant professionals;
- Students are given accurate information about the facts of reproduction, preparing them to understand their own changes at puberty, both physically and emotionally;
- To foster self-esteem and a sense of moral responsibility, developing a sense of individual dignity and awareness of how dignity can be undermined;
- To enable students to challenge stereotypes and media portrayals of sexuality
- To recognise the sanctity of family life;
- To explore issues involving love, marriage and relationships, emphasising the importance of bringing up children within a loving family. Care must be taken that there is no opportunity for stigmatisation to occur towards children, based on home circumstances;
- To prepare students for adult life, developing skills needed to make good, informed choices within relationships in line with Catholic values;
- To provide full and accurate information regarding contraception balanced with the Church's teaching on sexual intercourse;
- To alert students to issues surrounding Sexually Transmitted Infections;
- For students to explore in a safe environment their own sexual orientation, with appropriate professionals to offer advice sensitively and guidance to further

information, within the pastoral care of the Church. Homophobic and Transgender bullying is challenged and dealt with according to the school Anti-bullying policy;

- Health visitors can be used to complement the programme or for guidance, always delivering in line with the Church's teaching;
- Any concerns by staff involved in the delivery of RSE pertaining to a child's safety and/or sexual vulnerability, abuse, etc. shall be shared with the Designated Senior Person for Child Protection following the guidelines of the School's Safeguarding and Child Protection Policy.

Child withdrawal from Relationship and Sex Education lessons and complaints

- It is the school's hope that parents would wish students to be involved in the RSE programme. We encourage students to talk to parents or carers about issues that are discussed at school. However, we recognise the rights of parents, guardians and carers to withdraw their children from RSE, apart from the biological areas required by National Curriculum Science.
- A request for withdrawal must be made to the Headmaster of the School in writing.
- The DfEE offers a standard pack of information for parents who withdraw their children from an area of RSE.
- Students that have been withdrawn shall be provided with work to extend other subjects.
- If a parent is unhappy about the content or delivery of the school's RSE, then a complaint can be made to the Deputy Head Pastoral in the first instance and thereafter to the Headmaster.

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, shall 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 shall be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers shall always help students facing personal difficulties, in line with the School's pastoral care policy.

Safeguarding Procedures

If a teacher has any concerns re the welfare of a particular child, then that teacher shall make a dated note of their worries and liaise with the nominated persons on the staff. Any information thus obtained shall be regarded as strictly confidential and shall be passed to staff on a need-to-know basis only. After consultation, it is the decision of the Head teacher as to whether the information is forwarded to the relevant body.

Teachers should explain to students that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers shall explain that, in such circumstances they 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.

If there is a suspicion of possible abuse, teachers shall follow the School's Child Protection / Safeguarding Policy.

External Visitors

National Healthy School criteria 1.7 requires schools 'to involve professionals from appropriate external agencies to create a specialist team to support the delivery and improve skills and knowledge...'

Ratcliffe College shall often call upon help and guidance from outside agencies and health specialists to deliver aspects of health promotion, in particular RSE within schools. It must, however, be noted that such visits shall always complement the current programme and never substitute or replace teacher led sessions. The delivery shall also be in line with the Church's teaching.

Benefits of external visitors to RSE:

- Bring a new perspective to a subject;
- Offer specialized knowledge, experience and resources;
- Make the topic less embarrassing because the visitor is a 'safe stranger';
- Form a friendly link to the community and make local services more accessible;
- Add variety to the curriculum;
- Give support to teachers

It is important that any external visitor is clear about their role and responsibility while 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'

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 shall ensure that all teaching is rooted in Catholic principles and practice.

Monitoring

The Governing Body recognises their responsibility to ensure that the RSE programme follows Diocesan principles found in the Diocesan Guidance for Education in Relationships and Sexuality for Secondary Schools.

Feedback from staff, parents and students shall be used annually to review delivery of the policy. The link-Governor for Religious Education shall join the Head of RS.

The Chaplaincy Team, together with the Senior Leadership Team and PSHCE Co-ordinator are responsible for monitoring the implementation of the policy by:

- Visits to classes (RS, Science, Enrichment)/tutor groups;
- Observation of PSHCE lessons;
- Looking at the recorded work of students;
- Observation of visiting speakers;
- Feedback from Heads of Year/Head of Nursery / Head of the Preparatory School/Class Teachers/ Form Tutors/students.

Links with Other Policies

- Anti-bullying Policy

- Boarding Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Equal Opportunities Policy
- Pastoral Care Policy
- PSHCE Policy

Review

The Deputy Head Pastoral, PSHCE Coordinator and Headmaster review this policy annually and consult governors on any changes or updates.

Further Documents

- POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (2019)
- Dfe Guidance: Guidance for Sex and Relationships Education (2019);
- 'Dedicated to the lifelong growth of the human person.' Nottingham Diocesan guidance for education in relationships and sexuality for Secondary Schools;
- The Catholic School - the Sacred Congregation for Catholic Education (1977);
- Humanae Vitae - Encyclical - Paul VI (1968);
- Educational Guidance in Human Love - Sacred Congregation for Catholic Education;
- Education in Personal Relationships - The Bishops of England and Wales (1987);
- Social and Moral Education - the Bishops' Conference Departmental Statement (1994);
- The third paragraph of "Gravissimum Educationis" (from the Second Vatican Council) emphasised the need for "... young people" to "be helped to develop harmoniously their physical, moral and intellectual qualities..." and for them to "receive a positive and prudent education in matters relating to sex" so that they can make "sound moral judgements based on well-informed consciences and put them into practice with a sense of personal commitment."

Ratcliffe College Preparatory School - Curriculum map, Education in Sexuality 2019-20

Key Stage 1

Catholic Education in Sex and Relationships, through study of RE and PSHCE

Understand Self and how to relate to Others

- know they are made by God and are precious
- value themselves and others as God's children
- identify and value differences and similarities between people
- recognise their membership of the family and recognise roles of individuals in families
- identify and be able to talk with someone they trust
- listen and co-operate with others
- know about being safe, recognise safe and unsafe places, and use simple rules for dealing with strangers or whenever they feel uncomfortable or unsafe
- know the basic rules for keeping themselves healthy

Family, Friendship, Church, Community

- know about rituals that mark life, and especially, birth, marriage, death
- know and understand that family members should care for each other
- know about the needs of babies and the importance of positive parenting
- recognise the School and the parish as a caring community
- recognise that all are part of God's family
- appreciate celebrations marking birthdays and special occasions
- appreciate relationships, friends, family, working together, sharing, playing together
- know that saying sorry is important

Know about emotional and physical development

- recognise that their feelings and actions affect other people
- know themselves as male or female
- know and understand the process of growth from young to old and how people's needs change
- identify and share their feelings with others and develop an ability to deal with their emotions

Celebrating faith in prayer, worship and action

- develop their relationship with God through prayer and acts of worship
- engage in actions motivated by the life and teaching of Christ

National Curriculum Science

- recognise and compare the main external parts of human bodies (learn the names of the main body parts)-Year1
- recognise similarities and differences between themselves and others and treat others with sensitivity
- know and understand that animals, including humans, grow and reproduce
- know and understand that humans and animals can produce offspring and these grow into adult (notice that animals, including humans, have offspring which grow into adults) – Year

Key Stage 2:

Catholic Education in Sex and Relationships, through study of RE and PSHCE

- Understand Self and how to relate to Others
- value themselves as a child of God, and their body as God's gift to them
- recognise their own worth and identify positive things about themselves
- appreciate that life is precious and a gift from God
- understand that bullying is wrong and how to get help with bullying
- be more confident in a wide range of new social situations, such as seeking new friends, taking on responsibilities in school and at home
- form opinions about relationships and express them
- listen to, and show respect for, other people's beliefs and viewpoints
- see things from other people's point of view, for example, their parents, carers and teachers
- recognise different risks in different situations and appropriate responses
- identify adults they can trust and who they can ask for help

Family, Friendship, Church, Community

- Understand the values underpinning the teaching of the Catholic Church relating to the value of human life
- understand the nature of different relationships, marriage, families, friends, communities
- understand that differences and similarities between people can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability
- recognise and challenge stereotypes
- discuss Jesus' and the Church's teaching on forgiveness and recognise the importance of forgiveness in relationships
- discuss moral questions about relationships in the light of the Bible and Church teaching
- recognise the choices they make and that there are good choices and wrong choices which have consequences
- recognise the need for respect, love and trust to sustain relationships and understand appropriate touches and greetings
- begin to appreciate what is involved in bringing up children and what responsibilities parents have
- listen to and support their friends and manage friendship problems
- know the rituals celebrated in Church that mark birth, marriage, death

Know about emotional and physical development

- understand that they grow and change throughout life
- recognise as they approach puberty and a time of transition, the role of hormones and menstruation, how emotions can change and how to deal with their feelings towards themselves, their family and others in a positive way (Year 5)
- know and understand their bodies and the need for personal hygiene and how to combat disease (e.g. chicken-pox, tooth decay, etc.)
- Understand how babies are conceived and the growth of the unborn baby (Year 6)
- Have a basic understanding of the responsibilities of parenthood (Year 6)

Celebrating faith in prayer, worship and action

- engage in actions they know are motivated by the life and teaching of Christ
- develop their relationship with God through prayer and acts of worship

National Curriculum Science

- know and understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- know about the main stages of the human life cycle (Describe the life cycles common to a variety of animals, including human growth, development, reproduction, death) - Year 5
- Describe the life processes of reproduction in some plants and animals - Year 6
- Describe the changes as humans develop from birth to old age – Year 6
- Recognise the impact of diet, exercise, drugs and life style on the way their bodies function – Year 6
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents – Year 6

RSE mapping to PSHCE				
CRITERIA	YEAR 7	YEAR 8	YEAR 9	YEAR 10
<p>know that they are a unique creation of God and so are able to grow in self-respect developing a positive attitude to themselves, their feelings and their sexuality</p> <p>NB: all year groups cover this topic in full &/or in part during Emotional Health Week – session 13 & RS lessons</p>			Session 9 Challenge team	Session 10 Challenge team
understand that self-giving love is central to relationships	Session 11 anti-social behaviour & hate crime awareness	Session 6 relationships	Session 9 challenge team, safe sex	Session 10 challenge team, safe sex
recognise the importance of forgiveness and saying sorry in relationships	Session 2 friendships	Session 6 relationships	Session 15 Creating positive relationships Session 9 challenge team, safe sex	Session 10 challenge team, safe sex
<p>understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships</p> <p>NB: covered in part with all year groups during anti-bullying week – session 4 & Emotional health week – session 8</p>	Session 11 anti-social behaviour & hate crime awareness	Session 3 body image Session 6 relationships	Session 9 challenge team, safe sex	Session 10 challenge team, safe sex
<p>reflect on their own relationships recognising those qualities that help relationships grow</p> <p>NB: all year groups cover this topic in full &/or in part during Emotional Health Week – session 8</p>	Session 2 friendships	Session 6 relationships	Session 15 Creating positive relationships	
develop knowledge, communication skills and understanding in order to help personal decision-making	Session 1 managing change	Session 6 relationships	Session 15 Creating positive relationships	Session 10 Tolerance Session 11 Effective communication Session 12 does charity begin at home?

act responsibly as an individual and as a member of a group NB: covered in part with all year groups during anti-bullying week – session 4	Session 6 anti-social behaviour & hate crime awareness	Session 6 relationships	Session 15 Creating positive relationships	
identify and have the confidence to talk about their emotions and how to respond positively to them NB: all year groups cover this topic in full &/or in part during Emotional Health Week – session 13	Session 2 friendships	Session 7 relationships	Session 9 challenge team, safe sex	Session challenge team, safe sex
communicate a point of view clearly and appropriately and listen to the views of others		Session 7 relationships		
take responsibility for oneself and for one's actions NB: covered in part with all year groups during anti-bullying week – session 4 And covered in part with all year groups during emotional health week– session 8	Session 1 conduct in school Session 2 Relationships Session 3 IT safety Session 6 Water safety Session 7 Eating healthily Session 11 Hate & anti-social behaviour	Session 1 Eating healthily Session 2 Keeping Fit Session 3 Body image Session 6 Relationships Session 7 Drugs awareness Session 9 IT & the law	Session 1 Alcohol awareness Session 2 Gambling awareness Session 3 Cyber bullying Session 9 Positive relationships	Session Personal well being Session Healthier lifestyle Session E-safety Session Relationships
come to understand the influence and impact of the media, Internet, peer groups and develop the ability to assess pressures and respond appropriately NB: covered in part with all year groups during anti-bullying week – session 4	Session 11 anti-social behaviour & hate crime awareness	Session 3 body image & media	Session 3 cyber bullying & social networks	Session e-safety
explore and respond appropriately to prejudice and gender stereotyping NB: covered in part with all year groups during anti-bullying week – session 4	Session 9 Acceptance of faiths Session 10 Diversity Session 13 Votes for women	Session 3 Body image Session 5 Diversity	Session 12 Acceptance of faiths	
think positively about their own body NB: all year groups cover this topic in full &/or in part during Emotional Health Week – session 8	Session 5 Puberty Session 7 Eating healthily	Session 1 Importance of a healthy lifestyle Session 2 Keeping fit	Session 1 Sleep & your body Session 2 Healthy lifestyles Session 9	Session Challenge team – safe sex

		Session 3 body image	Challenge team – safe sex	
understand, in ways appropriate to their age and developmental needs, the changes they will undergo including puberty	Session 5 puberty		Session 9 challenge team, safe sex	Session challeng team, sa sex
know the correct vocabulary for external body parts, sexual organs, and menstruation	Session 5 puberty			
think positively about other people, adults as well as children <i>NB: covered in part with all year groups during anti-bullying week – session 4</i>	Session 2 Forming friendships Session 9 Acceptance of faiths Session 10 Community cohesion Session 11 anti-social behaviour & hate crime awareness	Session 5 Diversity and elderly Session 6 Relationships	Session 12 Acceptanc e of faiths Session 14 Charities	Session Toleran Session Does charity begin at home
take care of themselves, their health, safety and personal hygiene <i>NB: all year groups cover this topic in full &/or in part during Emotional Health Week – session 8</i>	Session 5 Puberty Session 7 Eating healthily	Session 1 Importance of a healthy lifestyle Session 2 Keeping fit Session 3 body image	Session 1 Sleep & your body Session 2 Healthy lifestyles Session 9 Challenge team – safe sex	Session challeng team, sa sex
know that some diseases are infectious			Session 9 Challenge team – safe sex	Session Challeng team – s sex
keep themselves safe and ask for help and support when needed <i>NB: all year groups cover this topic in full during Emotional Health Week – session 8</i>				
become aware of good choices and wrong choices and their consequences	Session 1 Conduct in school Session 3 IT and the law	Session 7 Drugs Awareness Session 9 IT & the law	Session 1 Alcohol Awareness Session 2 Gambling Awareness	Session Sleep schoo Session E-safety

	Session 11 Hate & anti-social awareness		Session 3 Cyber bullying Session 11 The work of prisons Session 13 Law & society	
understand that some choices can entail undesirable outcomes, such as psychological distress, physical trauma, STIs, HIV/AIDS, abortion		Session 7 Drugs Awareness	Session 1 Alcohol Awareness Session 2 Gambling Awareness Session 3 Cyber bullying Session 9 challenge team, safe sex	Session challenge team, safe sex
make good choices about what to do in particular situations <i>NB: covered in part with all year groups during anti-bullying week – session 4</i>	Session 1 Conduct in school Session 3 IT and the law Session 11 Hate & anti-social awareness	Session 7 Drugs Awareness Session 9 IT & the law	Session 1 Alcohol Awareness Session 2 Gambling Awareness Session 3 Cyber bullying Session 11 The work of prisons Session 13 Law & society	Session Sleep school Session E-safety
manage relationships with friends confidently and effectively	Session 1 managing conflict Session 2 Relationships	Session 6 relationships	Session 15 Creating positive relationships	Session Toleran Session Effectiv commu ation
develop the ability to form positive, non-exploitative relationships and reject bullying <i>NB: covered in part with all year groups during anti-bullying week – session 4</i>	Session 9 Acceptance of faiths Session 10 Diversity	Session 3 Body image Session 5 Diversity	Session 12 Acceptance of faiths	

	Session 13 Votes for women			
explore and reflect on their own experience of people who are married			Session 16 Parents & teenagers	
have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members	Session 2 Relationships	Session 6 relationships	Session 15 Creating positive relationships	
have an understanding of a family as a spiritual community in which members can grow in faith, hope and love	Session 9 Acceptance of faiths Session 10 Diversity	Session 5 Diversity	Session 12 Acceptance of faiths	
understand that the difference between male and female is part of God's loving and creative plan <i>NB: Covered as part of the RS syllabus</i>				
understand sexual behaviour and reproduction in the context of a loving and self-giving marriage avoiding its reduction to bodily functions	Session 5 puberty		Session 9 challenge team, safe sex	Session 9 challenge team, safe sex
understand the Church's teaching on sexual activity outside of marriage			Session 9 challenge team, safe sex	Session 9 challenge team, safe sex
understand the Church's teaching on the distinction between sexual orientation and sexual activity <i>NB: Covered as part of the RS syllabus</i>				
understand the difference between natural family planning and artificial contraception <i>NB: Covered as part of the RS syllabus</i>				
recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children <i>NB: Covered as part of the RS syllabus</i>			Session 9 challenge team, safe sex	Session 9 challenge team, safe sex