



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Relationships & Sex Education Policy

BISHOP CHALLONER CATHOLIC SCHOOL

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APPROVED BY THE LOCAL GOVERNING BODY ON:....07/07//2026.....

CHAIR OF GOVERNOR'S SIGNATURE:.....

David Rhans

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Bishop Challoner School Vision

Bishop Challoner Catholic School is a learning community built upon partnership and respect, and guided by our SPARK Values of Service, Purpose, Ambition, Resilience and Kindness.

We believe every student and member of staff is unique — a cherished creation of God — and our community exists to serve each individual with care, compassion and dedication. We encourage all members of our school family to live and learn with purpose, to hold ambition for themselves and others, and to show resilience when the journey of learning is challenging.

Praise, encouragement and teaching of the highest quality create a climate where confident, creative and fulfilled young people can thrive. Above all, kindness shapes every interaction — ensuring that every person in our community feels seen, valued, loved and trusted as they begin the great journey of life.

Mission Statement

Christ at the Centre

Christ at the centre of our lives

Christ at the centre of our school

Following Christ's example in all that we say and do

This is what Bishop Challoner means by doing ordinary things extraordinarily well

Our whole school expectations fall under 3 very simple categories. Ready, Respectful and Safe. Students are asked to ensure, they are ready for Learning at all times, act in a respectful manner and ensure they keep themselves and others safe by their actions. This is displayed clearly around the school ensuring clarity over expectations.

Policy Development

Consultation on this policy took place during the 2025/6 academic year to ensure that key stakeholders were able to contribute their perspectives on RSE at Cardinal Pole Catholic School. This process included:

1. Review: The Assistant Headteacher for Catholic Life and Personal Development reviewed all relevant information including national and local guidance.
2. Staff consultation: Staff were given the opportunity to explore the changes to the delivery of RSE and had the chance to share their recommendations.
3. Parent/stakeholder consultation: Parents were invited to attend a meeting about the policy and links to the policy and resources have been made available on the school website.
4. Pupil consultation: Student voice was carried out to investigate what exactly pupils want from RSE.
5. Ratification: Once amendments were made, the policy was shared with governors and ratified.

Implementation and Review of Policy

The policy will be implemented following consultation with the Governors in the Summer Term 2026. It will be reviewed every two years by the Executive Headteacher, RSE Co-ordinator, Governing Body and staff. The next scheduled review will take place in the Summer Term 2028.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's website.

Defining Relationship And Sex Education

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”. High quality RSE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”¹. 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 primary schools the focus should be on “teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.”³

Statutory Curriculum Requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we’re required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

However, at Bishop Challoner Catholic School, the reasons for our inclusion of RSE go further.

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.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 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.

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 relationship 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

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

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 the 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 and the Mission Statement

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, our school aims state that we will 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 children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, 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;
- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

⁴ *Gravissimum Educationis* 1

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.

Outcomes**Inclusion and Adaptive Teaching and 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 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

Equalities Obligations

The Local Governing Body have wider responsibilities under the Equalities Act 2010 and 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

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Our programme will cover three key themes, which are returned to year on year. Different aspects of each theme, which are age-appropriate for each year group, will be explored during Year 7-11. The themes are:

1. Created and Loved by God – focusing on health, emotional well-being and life cycles.
2. Created to Love Others – looking at maintaining healthy relationships and staying safe.
3. Created to Live in Community – understanding our role in communities and the wider world.

Programme/Resources

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules.
- distancing techniques.
- discussion.
- project learning.
- reflection.
- experiential.
- Active.
- Brainstorming.
- film & video.
- group work.

- role-play.
- trigger drawings.
- values clarification.

Students will complete tasks in RSE work booklets and will complete baseline assessments at the beginning of each year, followed by an endpoint assessment at the end of the year.

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 providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Ten Ten Resources provides an Online Parent Portal, which serves as a resource for parents and carers to remain informed about the RSE programme at Bishop Challoner throughout the academic year. Access to this portal has been shared with all parents and carers, and further information is available via the school website.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. Appendix 3 contains the parent withdrawal request form.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Balanced Curriculum

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 programme 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 (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 pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme resides with the RSE Co-Ordinator, alongside the relevant curriculum staff; including those in the science, RE and PE departments.

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 as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

At Bishop Challoner, PSHE is delivered during form time by form tutors, through two 25-minute sessions each week. This model ensures regular, consistent engagement with key themes and

allows for the gradual development of pupils' knowledge and understanding over time.

The school uses the 'Life to the Full' programme, developed by Ten Ten Resources, as the core resource for the delivery of RSE. This programme is fully aligned with statutory guidance and supports the delivery of age-appropriate, faith-informed teaching consistent with the ethos of the school. Ten Ten resources are delivered to Y7-10 during the Summer Term and to Y11 during the Autumn Term, but key themes are present throughout the delivery of PSHE across each year group.

In addition to form time provision, RSE is further enriched through workshops and drop-down sessions delivered by both internal staff and external providers. These sessions are designed to deepen pupils' understanding of key topics, provide expert input where appropriate, and allow for extended exploration of complex or sensitive issues.

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 'Checklist for External Speakers to Schools'⁵.

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

Governors

- 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 other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that the policy meets statutory requirements;
- 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.

Executive Headteacher

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

PSHE/RSE Co-Ordinator

The co-ordinator with the Executive Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

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 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 RSE. All staff have been included in the development of this policy and all staff

⁵ CES Checklist for External Speakers to Schools, 2016

should be aware of the policy and how it relates to them.

Relationship to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's Questions

The 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 from other children and young people.

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 pupils, will help to create a supportive climate for discussion.

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 questions hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting Children and Young People Who Are At Risk

Children 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. Teachers will need to be aware of the needs of their pupils 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.

Confidentiality and Advice

All Governors, all teachers, all support staff, all parents and all pupils 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 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 the school's pastoral care policy. 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, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

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/response sheets/needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties 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: Curriculum Map

Relationships & Sex Education Curriculum Map

* The school uses resources from the provider Ten Ten as set out below. it is integrated with teaching carried out in PSHE, RE and Science lessons to ensure total adherence to the statutory guidance set out by the department of education in 'Relationships Education, Relationship and Sex Education (RSE) and Health Education (July 2025 - for implementation in September 2026)

YEAR GROUP	TERM	TOPIC/THEME OBJECTIVES
Year 7	Spring Term	1. Who am I? • To understand that each of us is a unique person. • To understand that, body and soul, we are created and loved by God. 2. Changing bodies • To know that puberty involves physical, emotional and sexual development. • To understand that puberty is part of God's plan, and He is with us through it all. 3a. Healthy inside and out • To understand what self-esteem is and what contributes to it. • To know how self-esteem can affect your life and how to increase it. 3b. Keeping well (Part 1) • Understand how everyday habits such as personal hygiene, sleep and healthy eating, help protect our own health and the health of those around us. • Explore how germs are spread, the science surrounding vaccination and how medicine and pharmacists help us stay well. • Develop practical tools for self-care, recognising that no one is perfect and we all learn as we go. 4. Where we come from • To understand that sexual intercourse is more than just a physical act. • To know how sex is a gift from God for married couples and His plan for how babies are made. 5. Family and friends • To explore different types of friendship and family structure • To know how to better manage their behaviour through consideration of thoughts, feelings and actions. 6. My Life on Screen • To understand that all of us have online 'lives' • To consider the steps needed to safeguard this online life, just as in 'real life'. 7. Living Responsibly • To understand the effects of actions on others. • To understand the concept of social responsibility. 8. Basic First Aid (Part I) • Understand some basic steps in responding to a first aid situation using DR ABC as a memory aid. • Learn some key facts about what to do if someone is bleeding. • Be aware of head injuries and the importance of not moving the injured person.
Year 8	Spring Term	1. Created and Chosen • To know what makes them scientifically unique • To understand that our deepest need is to love and be loved.

		2. Appreciating Differences - To understand the relationship between sex, gender and identity. - To be encouraged to value the dignity of each person, whatever their differences. 3a. Feelings - To understand that an increase in hormone production during puberty leads to physical and psychological changes, including sexual attraction. - To explore methods for managing the feelings involved with these. 3b. Keeping Well (Part II) - Understand how adolescence affects brain development, emotions and behaviour. - Explore healthy habits and relationships that support positive mental wellbeing. - Reflect on how recognising and responding thoughtfully to emotions can help us grow in maturity and confidence. 4. Before I Was Born - To know what happens during the different stages of pregnancy - To understand the importance of pre-natal care - To explore the emotional, real-life impact of pregnancies carried to full term and otherwise. 5. Tough Relationships - To know the meaning of terms such as 'prejudice', 'discrimination', 'Protected Characteristics', 'tolerance', 'kindness' and 'forgiveness'. - To consider what these terms look like in real life. 6. Think Before You Share - To know the consequences of sharing images of a sexual nature - To explore how to resist pressure to do this - To understand the importance of setting rules to keep themselves safe online. 7. Wider World - To understand, from history, that prejudice can grow into discrimination without the courage of upstanders, - To know that we all can all, through our language and behaviour, play a part in dismantling prejudice at its root. 8. Basic First Aid (Part II) - Understand how DR ABC helps emergency first aid responses. - Explore signs of asthma attacks and how to help. - Learn differences between mild and severe allergic reactions. - Develop confidence in recognising choking and responding safely in emergencies.
Year 9	Spring Term	1. The Search for Love - To reflect on the deep human desire to love and be loved, and be challenged to consider what true love really means - To explore the concept of romantic love - To understand a Catholic perspective in which sex is oriented to self-giving love and the gift of life. 2. Love People, Use Things - To understand how a consumerist mindset can lead us to think of people as commodities, an extreme example being prostitution. - To know how the opposite of love is to use someone, which is expressed in the concept of

		objectification. • To explore the link between attraction, sexual fantasy, pornography and masturbation and how this can lead to us using ourselves and others. • To consider how we can embrace a vision where, instead of loving things and using people, we love people and use things. 3a. In Control of My Choices • To understand the science of desire, how attachments are formed and the nature and effect of lust. • To know that lust means wanting sexual pleasure for its own sake and one's satisfaction, and that developing virtues such as patience and perseverance are means to resisting lust. • To reflect on their behaviour and values. • To explore Catholic teaching and the Sacrament of Reconciliation (Confession) is available as a path to freedom. 3b. Drug & Smoking Awareness • To consider the risks associated with substance use. • To explore the legal consequences of drug possession and supply. • To discuss the impact of vaping on health and wellbeing, and a Catholic perspective on this. • To reflect on how addiction is a loss of freedom. 4. Fertility and Contraception • To explore the gift of fertility and consider the responsibility that comes with being able to have children. • To reflect on the different forms of contraception available. • To evaluate the positives and negatives of each form. • To understand how Natural Family Planning works and explore different reasons a couple may choose to use it. 5a. Commitment and Marriage • To consider commitment, what it involves and why it matters. • To understand different forms of commitment, including marriage, and what makes this lifelong commitment so distinctive. • To know the Catholic teaching on marriage and consider their thoughts as a priest responds to the many questions that this can raise. • To reflect on how they can balance the risk of failure with the dream of happiness. 5b. Understanding Consent • To reflect on the familiar online world that contains many hidden traps, where consent can be given unconsciously or carelessly. • To explore what consent is all about, with familiar examples of why it matters for all parties. • To consider how sexting illustrates how consent (including consent to sexual intimacy) can be more complex than 'just saying yes'. • To understand the deeper motivations behind seeking or giving consent, including sexual consent, and present a broader vision that includes values such as self-control, dignity and love. 6. Safe and Smart Online • To consider the risks of spending extended periods online, and the benefits of limiting screen-time. • To understand the legal consequences of sharing images online with or without consent. • To know who to contact if you are worried about online activity. • To reflect on how online portrayals and AI are not the same as authentic relationships. 7. Human Rights – And Wrongs
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		• To know fundamental human rights and how they are protected by law. • To understand the nature of rape, sexual assault and sexual harassment and how these violations of human rights can occur. • To know where someone can get help and support. • To consider the reality of sexual exploitation, including what it is and how it happens. Guidance is given on warning signs, resisting exploitation and speaking out. • To reflect on their responsibility to bring light into darkness by refusing to contribute to a culture where human dignity and human rights are set aside. 8a. Out and About • To understand important safety considerations around roads water and railways. • To understand the risks associated with travel and trips, as well as ways to keep students safe • To develop critical thinking skills to help students judge wisely and have the confidence and courage to make safer choices. 8b. Lifesaving skills • Explore why people hesitate and what stops action in emergencies. • Learn when and how to use the recovery position safely. • Understand cardiac arrest signs and how to give effective CPR. • Develop confidence using an AED by following clear voice instructions.
Year 10	Spring Term	1. Authentic Freedom • To understand the dynamics around choosing sex for the ‘first time’ and the motivations and pressures involved. • To consider what the choice to have sex involves, and how it links freedom and responsibility. • To discuss the right context for sexual activity and why the idea of delaying sex is a choice that might make sense. • To explore chastity and a Catholic perspective on this. 2. Self-Image • To reflect on how physical appearance, including what we wear, is an expression of ourselves, but it’s not the whole story. • To explore body image and confidence in ourselves and others. • To consider sexual attraction and how respect for others and ourselves links both to self-control and the concept of modesty. • To understand how true confidence and respect are most strongly guarded by knowing our God-given dignity. 3. Beliefs, Values and Attitudes • To consider the different motivations behind our behaviour and the choices we make. • To understand how beliefs, values and attitudes, along with virtues, play a major part in shaping our character. • To know that our conscience is a key guide in choosing right over wrong. • To explore how faith can give us gifts like wisdom and courage, so we can be faithful to our values and our conscience. 4. Parenthood • To understand the role that parents play and how parents can often be taken for granted. • To consider the obligations that come with being a parent and the legal rights of children. • To know the responsibilities of parenthood.

		- To explore the qualities needed to prepare for parenthood, such as generosity and commitment. 5a. Pregnancy and Abortion - To explore different accounts and attitudes of people who have experienced abortion, interspersed with students' views. - To understand the law on abortion and the different methods used to carry it out. - To understand the development of human life in the womb and the central question of who the unborn are. - To explore the pro-life position, acknowledging that this does not depend on religious belief and is compatible with equality, human rights and compassion. 5b. Abuse - To consider what a healthy relationship (whether a friendship or romantic relationship) looks like. - To know different types of abuse and understand what does or does not constitute abuse. - To recognise some of the signs of an abusive relationship by looking at examples involving different forms of control and emotional or psychological manipulation. - To understand how to respond to abuse and where to go for support and help. 6. Online Influences - Explore how online influence shapes attitudes, relationships, and self-worth. - Understand how online content can normalise harmful behaviour. - Develop confidence in responding safely to harmful online sharing. - Learn how to question and evaluate online information critically. 7. Solidarity - To reflect on how we can contribute to the well-being of others and make a difference. - To know how the charity St Vincent de Paul Society (SVP) promotes the Common Good and Solidarity. - To consider how FGM, honour-based violence, forced marriage, and human trafficking are an abuse of human dignity. - To understand the concept of Integral Ecology and why it matters. 8. Out in Public - Explore how public pressure influences behaviour, judgement, and respectful choices toward strangers. - Reflect on safer responses when conflict, embarrassment, or intimidation situations begin escalating. - Learn practical strategies for recognising danger, trusting instincts, and staying safe in public.
Year 11	Autumn Term	1. Self-Worth - To know that a person's dignity and worth are not something that they earn but something that they are given - To understand how a person's faith and belief that they are created and loved by God can positively influence the way they respect themselves and others. 2. Alcohol, Drugs and Dependency - To understand how addiction can affect a person's life. - To know statistics about drugs and addiction. - To consider strategies to resist/overcome the pull of short-term highs. 3a. Mental Wellbeing - Understand what mental wellbeing means and recognise that everyone experiences emotional ups and downs in everyday life. - Identify factors that can positively and negatively affect mental wellbeing, including lifestyle, relationships, and life events.

		- Recognise common signs of selected mental health conditions and identify appropriate ways to seek or offer support. 3b. Eating Disorders - To know how pressure, stress and anxiety can contribute to poor emotional health. - To understand that poor emotional health can manifest in different ways, including eating disorders. - To reflect on the importance of talking about difficulties, their own and those of others. 3c. Health & Fitness - To explore the components of a healthy lifestyle and understand how positive habits can support long-term health and wellbeing. - To understand that illness is a part of life and know how to access appropriate support for both minor and more serious health concerns. - To understand practical ways of looking after your own health, including recognising what is normal for your body and noticing changes that may need attention. 4. Family Planning and Fertility - To understand more about fertility and contraception. - To understand Natural Family Planning and why it is the method of managing fertility that the Church supports. - To explore Church teaching on how fertility is a gift to be received. 5a. Sexual Health - To understand how upbringing and peer pressure might have an impact on our choices. - To know facts and figures about Sexually Transmitted Infections, and the responsibility of getting tested. - To explore the hidden pressures and expectations around relationships and sex, and how these are heightened with the influence of drugs or alcohol. - To understand how recognising our true value can change our perspective. 5b. Pornography - To understand that sexual desire is a positive thing that draws us to truth and beauty. - To know facts and figures about the porn industry. - To explore the impact pornography can have on a person's life. 5c. Coercive Control - To know the many forms of coercive control. - To explore why victims might find it hard to leave abusive relationships. - To examine victim-blaming and forms of sexual violence, including rape. - To know the qualities of a truly respectful, healthy relationship and where to access support.
Year 12	Spring Term	Positive and Negative Relationships To recognise different types of relationships To analyse how relationships might change as I get older To evaluate how to navigate these changes healthily Online Relationships To identify the risks of meeting people online To analyse how we can keep ourselves safe online

Year 13	Spring Term	Unhealthy Relationships - To identify signs of different types of abuse - To describe exit strategies and identify support for people in abusive relationships - To identify likely barriers to seeking help - To explain how to help others who may be in an abusive relationship Managing the end of Relationships - To identify signs that a relationship might be coming to an end - To explain how to end a relationship safely - To describe strategies for managing breakups
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