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Governors meeting
12 March 2026



Review
Teaching, Learning &
Standards Committee

NOTRE DAME HIGH SCHOOL

Part of St John the Baptist Catholic Multi Academy Trust
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB

RELATIONSHIP AND SEX EDUCATION POLICY

THE SCHOOL MISSION STATEMENT

'I have come so that they may have life and have it to the full'
(John 10:10)

We are a joyous and inclusive Catholic school,
inspired by the love of God and the teachings of Jesus,
specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education
that develops knowledgeable, morally informed and
compassionate young leaders.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Company Secretary on 01603 611431 and we will do our best to help.

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Context

This policy is informed by Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (DfE 2019), Amoris Laetitia (Pope Francis 2016), guidance from The Catholic Bishop’s Conference (Learning to Love March 2017) The Catholic Education Service Model Policy for RSE (CES 2020) and the Diocese of East Anglia statement of Principles and Guidance issued (January 2018).

Dissemination

Copies of the policy will be given to all members of the Governing Body and relevant teaching and nonteaching members of staff delivering the course. Copies of the document will be available to all parents through the school’s website and paper copies can be provided on request. Details of the content of the RSE curriculum are also be published on the curriculum section of the school’s website.

Mission Statement

'I have come so that they may have life and have it to the full'
(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.

Our school mission statement and the teaching of the Catholic Church underpins all teaching and learning within our school. 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.

Any teaching about love, chastity and sexual relationships in a Catholic school must be rooted in Catholic Church teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

We use the term Relationship and Sex Education (RSE), since this emphasises the importance of healthy relationships to human well-being. We are committed to the holistic approach to sex education, in the conviction that education about sexuality cannot be reduced simply to biological facts. Teaching is structured within a planned, continuous and cross curricula programme, based on values and morality in accordance with the teaching of the Catholic Church.

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. Our RSE course is placed firmly within the context of relationship as it is there that sexuality grows and develops.

This provides our students with a positive and prudent sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. 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"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 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).”²

In Partnership with Parents/Carers and Students

Parents and carers have the primary responsibility for their children’s education in relationships to prepare them for the challenges and responsibilities which maturity brings. This includes information relating to their physical, emotional and sexual development. We acknowledge that parents and carers want to ensure that their children are taught in the right way in matters relating to human growth and development.

The teaching offered by our school aims to be complementary to, and supportive of the role of parents/carers. We are committed to working in partnership with parents/carers to complement and reinforce the lessons they teach their children as they grow up. This includes providing detailed information about the rationale, content and delivery of our RSE course. Parents/carers are consulted each year via an online form to provide feedback which helps inform policy development. Parents/Carers can also request an individual meeting to discuss the course in person if they wish to do so.

All students are consulted in an annual PSHEE survey about their priorities for RSE and are invited to feedback in a variety of ways during the course.

This annual consultation process then informs how the course is delivered to ensure that it appropriately meets the needs of all students.

The Right to Withdraw Children from Sex Education

We believe that the controlled environment of the classroom is the safest place for the RSE curriculum to be followed. It is a vital opportunity for students to explore often sensitive issues in a safe, non-judgmental and respectful way.

Parents/carers have the right to withdraw their children from the Sex Education aspects of RSE, except in those elements which are required by the National Curriculum science orders. Should parents/carers wish to withdraw their child they are asked to notify the school by contacting the headteacher. Three terms before a child turns 16, they can choose for themselves to receive Sex Education.

Please refer to the [DfE guidance](#) Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

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.

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, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

- We recognise that parents/guardians are the primary educators. We collaborate with them in preparing their children for adult life.
- We believe that it is our duty to provide opportunities for our students to prepare for the challenges of growing up with an understanding of individual freedoms and responsibilities for and with others.
- We believe that young people fare better academically when more emotionally literate and better informed.
- We believe our students should be able to understand the teachings of the Catholic Church, within the Christian community and have an understanding of the moral debates on these issues.
- We believe that young people have a right to learn why the Christian community sees the sacrament of marriage as an ideal way to establish relationships of trust and mutual fulfilment.
- We believe that effective education about sexuality takes place in the wider context of education about how relationships work.
- We believe that students should get opportunities to discuss and reflect on the challenges of growing up, to grow in self-confidence and acquire strategies to help them resist unwelcome pressures.
- We believe that it is essential that the teacher and students provide a safe environment for approaching sensitive issues by agreeing ground rules for discussion and tolerance.

Statutory Framework

The statutory framework that surrounds Relationship and Sex Education largely falls within four key areas.

- The National Curriculum
- 'Sex and relationship Education Guidance ' (2000) DfE
- The Children's act (2004)
- The Equalities Act (2010)

In line with legislation all Catholic Secondary Schools are required to make provision for sex education for all students registered at the school. This must include education about HIV/AIDS (Human immunodeficiency virus infection/acquired immunodeficiency syndrome) and other sexually transmitted infections (STIs). Relevant government documents include:

- 1993 Education Act
- 2000 (updated 2014) Sex and Relationships Education Guidance

The biological aspects of puberty and human reproduction will be covered in Science, Personal, Social, Health and Economic Education (PSHEE) and Religious Education (RE) lessons. Teachers of RE and PHSEE explore self-esteem and the dynamics of relationships. There is complementary work in English lessons through lyrical poetry analysis and an exploration of relationships between fictional characters. PE (Physical Education) teachers also contribute by teaching respect for the human body in the context of health education. In Drama students investigate and role play a variety of relationship situations. RE, in particular, analyses various approaches to these moral issues and creates opportunities to draw several of the themes together. PSHEE will analyse the impact on individuals and communities.

While acknowledging that RSE will be reflected in many parts of the curriculum, each aspect should be informed by the other. Each discipline must speak with consistency about the meaning of human love in the Church's teaching.

Inclusion

We will ensure RSE is sensitive to the different needs of individual pupils 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 pupils to discrimination. Lessons will also help students 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.

We understand that young people mature in different ways. Our teaching is respectful of each child's starting point and lessons are framed by this understanding. With this in mind the teaching around human reproduction and sexuality in Year 7 should be left until the summer term. This ensures there is an opportunity for pupils to settle into their new school and develop trusting relationships with their peer group and members of staff.

Young people are encouraged to respect difference and develop an approach of dialogue. RSE must be delivered sensitively, especially with regard to diverse faith and cultural backgrounds and sexual orientation. All points of view must be respected and bullying of any kind will always be treated very seriously. For example, the Catholic Church's teaching on heterosexual marriage as the only environment in which sexual intercourse should take place must not be used as an opportunity to encourage homophobic attitudes and behaviours.

The school offers support to all students when there is a request for counselling on issues relating to personal relationships and sex education. Pupils requiring or requesting additional support will be offered support through our pastoral system, work with our Chaplaincy Team and through seeking appropriate help from other specialist agencies (see CES Protocol for visitors and external speakers).

Equalities Obligation

The 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 students, 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.

Roles and Responsibilities

Governors

- draw up the RSE policy, in consultation with parents/carers, students 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 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 PSHEE.

Head teacher

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.

RSE Co-ordinator

The PHSEE Co-ordinator with the Head teacher have 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. They are supported by the Deputy Head responsible for Curriculum and the Lead Designated Safeguarding Officer.

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 wellbeing of their students. All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models of good, healthy, wholesome relationships as between staff, other adults and students.

Responsibility for delivery the specific Relationships and Sex Education course lays with RE, PSHEE, Science and PE teachers. 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 should be aware of the policy and how it relates to them.

External Visitors

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme 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'.

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.

Choosing and using resources

Relationship and sex education must be in accordance with the teachings of the Catholic Church. It is the responsibility of the Governing Body, working with the headteacher and senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSE, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teaching of the Church and appropriate for the ages and stages of development of the pupils
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God (Theology of the Body, Humanae Vitae, Deus Caritas Est)
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and catholic teaching
- The accuracy and clarity of material presented

Our RSE course is based solely on non-biased, reliable and trustworthy sources accredited by the DfE, the PSHE Association and the Catholic Education Service Model Curriculum. These resources are tailored into a cohesive scheme of work developed by the Head of RE and PSHEE Co-ordinator. This ensures that all students receive the same content delivered in a consistent and appropriate way by their teachers.

Relationship to Other Policies

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 including

- Anti-Bullying policy
- Behaviour for Learning policy
- Children with Health Needs who cannot attend school policy
- Equality and Diversity Policy
- Safeguarding policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy
- Visitors policy

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

Controversial or Sensitive issues

The themes explored in RSE may raise sensitive or controversial issues. These may be 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 safe, healthy and positive atmosphere of RSE lessons. The governors want to ensure that students 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 their peers.

The use of ground rules, negotiated between teachers and students, will help to create a supportive climate for discussion (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Confidentiality, Advice and Safeguarding

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will help students facing personal difficulties, in line with the school's relevant policies.

Students need to feel safe and secure in the environment in which RSE takes place. RSE lessons 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 student 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 safeguarding lead.

Teachers will explain to students that they cannot offer confidential advice. Teachers will explain that in circumstances that raise safeguarding issues, they would have to inform others, e.g. a member of the Safeguarding Team. In such situations, students will be informed first that such action was going to be taken.

Monitoring, Evaluation and Policy Review

The RSE Co-ordinators will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students' work at regular intervals. The programme will be evaluated annually by discussions with students within lessons and individual surveys. Parents/carers will also be invited to provide feedback via surveys and individual meetings on request.

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 this policy.

This policy will be reviewed on a 2 year cycle, led by the Head of RE and PHSEE Co-ordinator (under the supervision of the LT member responsible for line managing RE) in consultation with governors, staff, parents/carers and students. If the policy appears to need modification, then the RE and PHSE subject leaders will report its findings and recommendations to the full governing body. Any changes will then be referred to the Diocese for ratification.

Date October 2023

Date of Review

October 2025

Links to Relevant Notre Dame High School Key Documents and Webpages

- [KS3 PSHEE](#)
- [KS4 PSHEE](#)
- [Policies](#)

Links to Relevant External Key Documents and Websites

- [DfE Statutory Guidance on Relationships and Sex Education \(RSE\) and Health Education](#)
- [Catholic Education Service \(CES\) Model RSE Policy](#)
- [CES Model Curriculum](#)
- [Learning to Love, Bishop's Conference Department of Catholic Education and Formation](#)
- [Relationship and Sex Education in Catholic Schools, Bishop's Conference Department of Catholic Education and Formation](#)
- [CES Checklist for External Speakers to Schools](#)

WHY is this important?

As Parents and Carers you are the first and most important educators of your children.

You want your children to feel positive about themselves, to be safe and healthy and be prepared for long term intimate relationships.

You want to ensure that they are taught in the right way in matters relating to human growth and development.

We want to work in partnership with you to complement and reinforce the lessons you teach your child as they grow up.

WHY do our students learn RSE?

Relationships and Sex Education (RSE) is a vital opportunity to explore often sensitive issues in a safe, non-judgmental and respectful way.

Personal, Social, Health, Economic Education (PSHEE) and Religious Education teach our students to thrive as an individual, family member and member of society including:

- 1. Our hearts and character:** Who we are
- 2. Our actions and attitudes:** How we live and learn
- 3. Our moral compass:** Where we fit in the world
- 4. Our choices:** Making positive, healthy choices that keep us safe
- 5. Our relationships:** preparing for intimate, long term relationships

WHY is Sex Education not compulsory?

If you do not want your child to take part in some or all of the Sex Education lessons, you can ask that they are withdrawn.

Mr Pinnington will consider this request and discuss your reasons with you.

Three terms before your child turns 16, they can choose for themselves to receive Sex Education.

WHAT Catholic Teachings are included?

We are uniquely created and loved by God

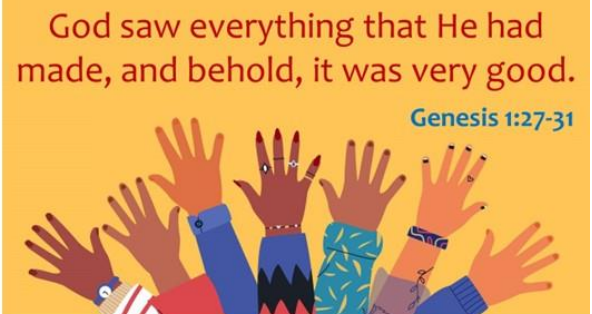
Valuing and understanding ourselves is the basis for personal relationships.

We are created to love others

We are created out of love and for love. The command to love is the basis of all Christian morality.

We are created to live in community

We are relational by nature. Through our exchange with others and mutual respect we learn about ourselves and develop our society.



Y7 RSE Topics

KEY: **RED** = Relationships | **GREEN** = Sexual Health

LESSONS	TOPICS
Family Life	What makes a healthy/unhealthy relationship
Our Bodies	Understanding our bodies and treating them with respect
Puberty	How our bodies change including periods
Our Rights	Respecting each other's bodies. Awareness of Female Genital Mutilation.
Ask It Basket	Age-appropriate answers to your Relationships and Sex Education questions

Y8 RSE Topics

KEY: **RED** = Relationships | **GREEN** = Sexual Health

LESSONS	TOPICS
HPV Vaccine	What are STIs? Benefits of receiving the HPV vaccine. Reasons for delaying having an intimate relationship.
Happy Being Me	Being positive about what makes us unique. Strategies to manage the physical and mental changes that are a typical part of growing up. Understanding the influence of social media on body image
Respecting Diversity	Sexual attraction and orientation. Understanding the unacceptability of prejudice-based language and behaviour (including misogynistic and homophobic).
Romantic Relationships	The importance of consent at all stages of an adult relationship. Understanding the laws concerning consent.
Ask It Basket	Becoming confident asking questions about relationships and sex. Age-appropriate answers to questions about the initial stages of an intimate relationship.

Y9 RSE Topics

KEY: **RED** = Relationships | **GREEN** = Sexual Health

LESSONS	TOPICS
Body Image	<ul style="list-style-type: none"> The impact of Media on mental health body image
My Body, My Choice	<ul style="list-style-type: none"> Different attitudes to our personal space Awareness of sexual harassment
Contraception & Consent	<ul style="list-style-type: none"> Understanding different forms of contraception The laws on Consent. How to enjoy intimacy without sex
Is Porn a Problem?	<ul style="list-style-type: none"> How the media portrays relationships and the potential impact of this on people's expectations of relationships The impact of sharing sexual images of others without consent including Child Sexual Exploitation
Working Out Relationships	<ul style="list-style-type: none"> Long Term Relationships (Marriage and the Law) Develop conflict management skills and strategies Identify the characteristics of abusive behaviours How to report abusive behaviours or access support for you or others

Y10 RSE Topics

KEY: **RED** = Relationships | **GREEN** = Sexual Health

LESSONS	TOPICS
Gender Equality	<ul style="list-style-type: none"> Challenging stereotypes in career pathways
Healthy Relationships	<ul style="list-style-type: none"> Different forms of long-term commitments, The benefits and responsibilities of a relationship with legal status The unacceptability of forced marriage and why it is illegal in the UK How to access support if you are in an unhealthy relationship
Love is Patient	<ul style="list-style-type: none"> Recall laws on Consent How to talk about consent within a relationships How to identify signs of abuse in a relationship Advice and support you can access
Sexual Health	<ul style="list-style-type: none"> Learning about specific STIs, their treatment and how to reduce the risk of transmission How to choose appropriate forms of contraception The physical and emotional responses people may have to unintended pregnancy How to access support from sexual health services
Parenting	<ul style="list-style-type: none"> Responsibilities of being a parent

Y11 RSE Topics

KEY: **RED** = Relationships | **GREEN** = Sexual Health

LESSONS	TOPICS
Long Term Relationships	<ul style="list-style-type: none"> Reflect on how values, beliefs and cultural background inform our relationships Consider how to responsibly manage changes in personal relationships Learn laws relating to 'honour-based violence and forced marriage
Consent & Coercion	<ul style="list-style-type: none"> Recall the principles of healthy sexual experiences Recognise when a relationship is abusive and strategies to manage this Identify what constitutes sexual assault Challenge victim- blaming, including when abuse occurs online Consider strategies to respond to exploitation, bullying, harassment and control in relationships
Check It Out	<ul style="list-style-type: none"> How to be responsible for maintaining and monitoring health including cancer Assess and manage risks associated with cosmetic and aesthetic procedures Use of sexual health services
Celebrating Diversity	<ul style="list-style-type: none"> Consider different faith and cultural practices and beliefs concerning relationships Respect the role these might play in relationship values Strategies to challenge all forms of prejudice and discrimination

NDHS Academy Cross-curricular Delivery of RSE – 2021

The table content and pedagogy detailed below is taken from **A Model Catholic Secondary RSE Curriculum**, revised in 2019. This document was shared in the 2018/19 Diocese of East Anglia review and update of RSE provision in secondary education.

Introduction

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. In secondary schools this includes teaching students about the laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including the Marriage (Same Sex Couples) Act 2013).

The structure of this model curriculum.

This model curriculum covers KS3, KS4 and KS5 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- **Created and loved by God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)
Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

The contents of the following themes are covered in Notre Dame High School’s PSHEE curriculum. Where indicated they are covered by RE and/or Biology. Key: RE | Biology

Theme 1: Created and Loved by God

KS3

KS4&5

Education in Virtue	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 3.1.1.1. Respectful of their own bodies, character and giftedness 3.1.1.2. Appreciative for blessings 3.1.1.3. Grateful to others and to God 3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 3.1.1.5. Discerning in their decision making 3.1.1.6. Determined and resilient in the face of difficulty 3.1.1.7. Courageous in the face of new situations and in facing their fears 	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships 4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement 4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure 4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different
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Religious understanding of the human person loving myself	<p>Pupils should be taught:</p> <p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage</p> <p>3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility</p> <p>3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <p>3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</p> <p>3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience</p>	<p>Pupils should be taught:</p> <p>4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure</p> <p>4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation</p> <p>4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3</p> <p>4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3</p> <p>4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.</p> <p>4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands</p>
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RE – As part of the new RED in Y9 students look at what it means to be created imago Dei, what is meant by the sanctity of life, St Paul's teaching on the dignity of the human body, the Sacrament of Matrimony and what happens in a Catholic wedding ceremony. As part of the GCSE Roman Catholic Christianity Paper 3A, students look at Marriage and Family Life in the 21st Century looking at detail on contraception, including the Catholic Teaching on family planning.

Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>3.1.3.1. To recognise their personal strengths</p> <p>3.1.3.2. To distinguish 'needs' from 'wants'</p> <p>3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate</p> <p>My body</p> <p>3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality</p> <p>3.1.3.5. There are many different body shapes, sizes and physical attributes</p> <p>3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual</p> <p>My Health</p> <p>3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>4.1.3.1. To evaluate their own personal strengths and areas for development</p> <p>4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives</p> <p>My body</p> <p>4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes</p> <p>4.1.3.4. The health risks and issues related to this, including cosmetic procedures</p> <p>My health</p> <p>4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)</p>
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KS3

KS4&5

Emotional wellbeing and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>3.1.4.1. How to develop self-confidence and self-esteem</p> <p>3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships</p> <p>3.1.4.3. The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform</p> <p>3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation</p> <p>Attitudes</p> <p>3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others</p> <p>4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage</p> <p>4.1.4.3. Strategies for managing mental health and emotional wellbeing</p> <p>4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>Attitudes</p> <p>4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>
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	KS3	KS4&5
Life cycles and fertility	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p>Fertility</p> <p>3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation</p> <p>3.1.5.5. The negative impact of substance use on both male and female fertility</p>	<p>Life cycles Pupils should be taught:</p> <p>4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external</p> <p>4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p> <p>4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth</p> <p>Fertility</p> <p>4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause).</p> <p>4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility</p>

Theme 2: Created to love others

<p>Education in virtue</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>3.2.1.1. Loyal, able to develop and sustain friendships</p> <p>3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different</p> <p>3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5. Courteous in their dealings with friends and strangers</p> <p>3.2.1.6. Honest, committed to living truthfully and with integrity</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible</p> <p>4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context</p> <p>4.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different, valuing difference and diversity</p> <p>4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness</p> <p>4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts</p> <p>4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication</p>
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<p>Religious understanding of human relationships loving others</p>	<p>Pupils should be taught:</p> <p>3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church</p> <p>3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children</p> <p>3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love</p> <p>3.2.2.4. How to express love and care for others through acts of charity</p> <p>3.2.2.5. How to discuss religious faith and personal beliefs with others</p> <p>3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus’ teaching on forgiveness</p>	<p>Pupils should be taught:</p> <p>4.2.2.1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity</p> <p>4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life</p> <p>4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving</p> <p>4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God’s eyes</p> <p>4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect</p> <p>4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship</p> <p>4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion</p>
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<p>Personal Relationships:</p>	<p>Pupils should be taught:</p> <p>3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</p> <p>3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>3.2.3.5. That someone else’s expectations in a relationship may be different to yours and strategies for negotiating possible differences.</p> <p>3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</p>	<p>Pupils should be taught:</p> <p>4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>4.2.3.3. To manage changes in personal relationships including the ending of relationships</p> <p>4.2.3.4. About harassment and how to manage this</p> <p>4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond</p> <p>4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</p> <p>4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)</p> <p>4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances</p> <p>4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>
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	<p>3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child</p> <p>3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.</p> <p>3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life</p> <p>3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>	
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<p>Keeping safe and people who can help n</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help</p> <p>3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not ‘consent’</p> <p>3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.</p> <p>3.2.4.5. How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</p> <p>3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</p> <p>3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions</p> <p>People who can help me</p> <p>3.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</p> <p>4.2.4.2. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others’ rights, to give, not give or withdraw consent</p> <p>4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships</p> <p>4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming</p> <p>4.2.4.5. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available.</p> <p>4.2.4.6. About abortion, including the current legal position, the risks associated with it, the Church’s position and other beliefs and opinions about it</p> <p>People who can help me</p> <p>4.2.4.7. About statutory and voluntary organisations that support</p>
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		<p>relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</p> <p>4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people</p> <p>4.2.4.9. Where and how to obtain sexual health information, advice and support</p> <p>4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy</p>
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Theme 3: Created to live in community (local, national and global)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Education in virtue</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p> <p>4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life</p> <p>4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious understanding of the importance of human communities</p>	<p>Pupils should be taught:</p> <p>3.3.2.1. To discuss moral questions in a balanced and well-informed way</p> <p>3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all</p>	<p>Pupils should be taught:</p> <p>4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas</p> <p>4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation</p>

<p>Living in the wider world</p>	<p>Pupils should be taught:</p> <p>3.3.3.1. The purpose and importance of immunisation and vaccination</p> <p>3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence</p> <p>3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.</p> <p>3.3.3.4. They have responsibilities towards their local, global and national community and creation</p> <p>3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others</p> <p>3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so</p> <p>3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice</p> <p>3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices</p>	<p>Pupils should be taught:</p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why</p> <p>4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>
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	3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)	
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