



De La Salle
School

RELATIONSHIPS AND SEX EDUCATION POLICY

Status	STATUTORY
Responsible Governors' Committee	Curriculum Committee
Responsible Person	J Wellens
Ratified Date	November 2020
Review Date	November 2021

Contents:

	Page
1 Context	3
2 What is RSE?	5
3 Why RSE?	6
4 A Morals and Values Framework	7
5 Equal Opportunities	8
6 A Whole School Approach	8
7 The Taught RSE Programme	10
8 Pastoral Support for Students Who Experience Difficulties	12
9 Sources of Further Information	12

1 CONTEXT

Defining Relationship And Sex Education (RSE)

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

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections.

However, 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 PSHCE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. 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 students have a fundamental right to have their life respected whatever household they come from, and support will be provided to help students deal with different sets of values.

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 is focused on ‘those children entrusted to our care’. We believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise students’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a “positive and prudent sexual education” 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;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church’s teaching on relationships and the nature and meaning of sexual love;
- the Church’s teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;

- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

Inclusion and Differentiated Learning

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

This policy takes full account of the school's legal obligations and the latest DfE 'Sex and Relationship Education Guidance' (2000) (September 2013 guidance www.gov.uk refers to SRE Guidance document July 2000 DFEE 0116/2000).

The policy recognises the contents of 'Relationships Education, RSE and PSHE' Policy paper – (March 2017). It will be revised prior to the normal review date should there be any changes to the government guidance. At the time of reviewing this policy the government has announced plans to fully review RSE in schools for teaching by 2019. This will include the introduction of the new subject of 'relationships education' in primary school and renaming the secondary school subject 'relationships and sex education', to emphasise the central importance of healthy relationships.

The 'Every Child Matters' agenda is considered in relation to this policy and to the delivery of the RSE curriculum. Unicef's Rights, Respect, Responsibility ethos is embedded within the curriculum. In addition, it is becoming increasingly important to recognise the importance of e-safety as an integral part of RSE.

2 WHAT IS RSE?

The term relationships and sex education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance RSE is: '... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' *DfE 'Sex and Relationship Guidance', 2000 (September 2013 guidance)*. The guidance suggests that RSE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships

- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

De La Salle addresses these three components through:

- The taught RSE programme
- Pastoral support for students who experience difficulties
- Provision of appropriate information through leaflets and books in the library and the display of posters
- Involvement of other agencies e.g. school nurse

3 WHY RSE?

Legal Obligations

Maintained secondary schools in England and Wales have a legal responsibility to provide a sex education programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Section 1 of the Education Reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of students at the school .

Our school relationships and sex education programme will:

- Provide accurate information and combat ignorance, prejudices etc
- Develop mutual respect and care for others
- Provide a programme of study addressed through PSHCE schemes of work and RSE drop down days

In compliance with requirements, at De La Salle our up-to-date written policy statement is available to parents. The DfE Sex and Relationships Education Guidance 2000, the National Curriculum PSCHE and Citizen guidance and the National Healthy Schools Standard support this legislation.

The Needs of Young People and the Roles of School

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all students to learn and to achieve;
2. To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The aim is to prepare students to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. The DfE 'Sex and Relationship Guidance' (2000) (September 2013 guidance) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships. 'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

National and Local Support and Guidance for Schools to Develop RSE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and RSE for students in both primary and secondary school is seen, alongside other initiatives, as a key element. 'We must give teenagers the confidence and the information so they don't feel compelled to have sex. No one should become pregnant or contract a sexually transmitted infection because of ignorance'. Tony Blair in 'Teenage Pregnancy', Social Exclusion Unit Report, June 1999.

4 A MORALS AND VALUES FRAMEWORK

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

5 EQUAL OPPORTUNITIES

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

A: The needs of boys as well as girls

Girls tend to have greater access to RSE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

B: Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

C: Varying home backgrounds

We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

D: Sexuality

On average, about 2-3% of our students will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBTQ). Students may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality.

Our pastoral support will take account of the needs of LGBTQ students. We shall also actively tackle homophobic bullying.

E: Special educational needs

We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical difficulties that result in particular RSE needs.

6 A WHOLE SCHOOL APPROACH

A whole school approach will be adopted to RSE that actively involves the whole school community. Delivery is through planned aspects within science and PSHCE, plus discussion of moral and social ethical issues which may arise from apparently unrelated topics in other National Curriculum subjects. As long as discussion takes place within the context of the subject being taught it will not be considered part of the RSE programme, and therefore not subject to parental right of withdrawal.

All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

Headteacher – Mr A. Rannard

The Headteacher takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Authority, also appropriate agencies.

PSHCE Co-ordinator – Miss R Aldred

The co-ordinator with the 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 relationships and sex education and the provision of in-service training.

Parents

Parents are the key people in teaching their children about relationships and sex by:

- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the school's relationships and sex education programme will compliment and support their role as parents and that they can be actively involved in the determination of the school's policy. Parents will be encouraged to support the school's RSE and will have access to this policy.

The co-ordinator will also make available the materials used in lessons to parents, on request, and arrange for any appropriate information meetings. It is their statutory right to look at the resources used to deliver the curriculum.

Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. The school's approach to RSE will encourage dialogue between parents/carers and their children. Before each year group embarks upon its RSE programme, parents are informed by letter of their right to withdraw their child from RSE lessons (if appropriate) and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's RSE Policy on request, from the school office. Parents are also told that they can request to preview appropriate teaching resources that will be used in the delivery of their child's RSE. Parents have a right to withdraw their children from sex education lessons which fall outside those aspects covered in the National Curriculum science. It is important that a parent who requests that their child be withdrawn from RSE lessons should appreciate the impact of the social and emotional aspects of such exclusion, as it is likely that students will discuss the content of the RSE lessons outside the classroom. Parents will be advised via letter annually for Y7 – 11.

Parental Partnership

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the RSE programme. Parents wishing to exercise that right are asked to make an appointment to meet their child's Head of Year/Pastoral Support Manager. Once a child has been withdrawn they cannot take part in later RSE without parental approval. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers.

Staff

RSE is a whole school issue. Staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

The senior leadership team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

Teaching Staff

Not all staff are involved in the school's RSE provision. The vast majority of them teach RSE through the PSHCE programme and some through science and other curriculum areas. However, all teachers play an important pastoral role by offering support to students.

Any teacher can be approached by a learner who experiences a difficulty regarding relationships and sex issues.

Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will also have access to information about the RSE programme and supported in their pastoral role.

Teaching approaches

Students receive information through a variety of approaches to enable moral issues to be explored through discussion and to acquire appropriate skills. The GROWTH Mindset approach should always be adopted. Where appropriate the involvement of health professionals will be encouraged, in particular when information regarding contraception is to be delivered.

Student Grouping

Students are taught in mixed ability and gender form groups. However, some of the drop-down days or sessions are taught in gender-defined groups for certain topics although this is avoided if possible.

Governors – Link Governor – Mrs T. Sims

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at governors' meetings.

Outside Agencies

Outside agencies and speakers are involved in input to RSE lessons and as points of referral as support services for students. The school nurse plays a key role in RSE both in terms of input into lessons and provision of pastoral support for students. The school will work in ongoing consultation and partnership with the school nurse and offer drop in sessions for secondary students.

The school will only work with agencies and speakers who are appropriate to learner needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies to which students can gain access.

Students

Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about RSE needs and their views will be central to developing the provision.

7 THE TAUGHT RSE PROGRAMME

The RSE programme will be delivered as part of the school's approach to PSHCE. Curriculum and Delivery of RSE is detailed in Appendix 1.

Monitoring and Evaluation

The PSHCE Co-ordinator and SLT lead will follow the school's QA calendar to conduct learning walks and work scrutiny activities to ensure effective delivery of the PSHCE and RSE lessons. Student and staff voice is regularly sought in order to continually review the PSHCE curriculum and its delivery.

Assessment

Students' knowledge and understanding is assessed through formative assessment via questioning, discussion and quizzes. A self-assessment activity takes place at the end of each half term.

Curriculum areas delivering RSE topics will follow the school's Feedback and Assessment Policy of formative and summative assessments.

Ground Rules for Teaching of RSE Answering Students' Questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible. A question box will be provided while the RSE programme is being delivered and the students will be told that if there are any questions considered too explicit for that age group, they should be placed in the box to be answered later. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.

Confidentiality

Staff, parents and students need to understand school procedures when presented with certain issues. Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time, students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- i) Disclosure or suspicion of possible abuse – the school's child protection procedures will be invoked (see relevant policy)
- ii) Disclosure of pregnancy or advice on contraception bearing in mind the Fraser Guidelines. Staff should always seek the advice of the school's safeguarding lead, Mr Ross or his deputy, Mrs De'Ath.

Language

During the RSE lessons, the correct terms for all body parts and functions will be used. The approach to potentially controversial and sensitive issues. All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that students are able to form their own, informed opinions but are also encouraged to respect the fact that other may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

RSE and PREVENT

The guidelines in this policy are in line with our Lasallian values but also support the British values outlined in the Government's PREVENT strategy. Whilst our particular context we are less exposed to

Islamic radicalisation, our students are more vulnerable to far right radicalisation or gang culture. We will be including the Government's new (October 2018) 'Education Against Hate' materials in the schemes of learning over the coming year.

8 PASTORAL SUPPORT AVAILABLE FOR STUDENTS

The Nature of Support Available for Students

The school takes its role in the promotion of students' welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students with a weekly drop in session available. Where appropriate, students are referred to the school nurse and/or external helping agencies. The school will keep up to date about the development of local services and national help lines for young people promote their existence for students and endeavour to form working relationships with local agencies that are relevant to student needs.

Confidentiality and Informing Parents/Carers

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made (see also the Confidentiality Policy).

It is essential that all staff who deliver RSE ensure that they always establish the ground rules of their lessons before they begin and that such ground rules are agreed by all present. It is very rare for a learner to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing
- The student's age, maturity and competence to make their own decisions.

Parents have a right to be informed of any issue which is causing their child concern.

We will always handle this kind of situation with care and consideration. The Headteacher would consider if there are any special circumstances which temper this right. Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

9 SOURCES OF FURTHER INFORMATION

This policy has drawn on:

- DFES 'Sex and Relationship Education Guidance' (2000)
- SRE and the School's Responsibility (DCSF June 2004)
- PSHE September 2013 Guidance on producing your school's SRE Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019)

and should be read in conjunction with the following school policies:

- Anti Bullying Policy
- Child Protection Policy
- Equality Information and Objectives Policy

Copies of these policies and further information about the delivery of RSE can be obtained from the school.

RSE Policy

Appendix 1

Green outline	Health and Wellbeing
Orange outline	Relationships
Blue outline	Living in the wider world

Maths	
English	
Science	
Tech/RE / Lang	
PE/Hum	

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	Transition to Secondary school. (Work with MC and LS.) Diet, exercise and how to make healthy choices.	Diversity prejudice and bullying including cyber bullying (Work with AD). Managing friendships on and off line	Making ethical financial decisions. Saving, spending and budgeting our money.	Enterprise skills and introduction to careers. Challenging career stereotypes and raising aspirations	The risk of alcohol, tobacco and other substances. Managing puberty and issues of unwanted contact and FGM.	Self-esteem, romance and friendships. Exploring family life.
Year 8	Introduction to sexuality and consent Introduction to contraception including condom and the pill.	Understanding careers and future aspirations. Identifying learning strengths and setting goals as part of the GCSE option process (Work with PR)	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence.	Evaluating value for money in services Risks and consequences making financial decisions	Mental health and emotional wellbeing, including body image Managing change and loss.	Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy.
Year 9	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction.	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism.	Rights and responsibilities in the community Tackling age and disability discrimination	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography.	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies.	Planning and carrying out an enterprise project Reflecting on learning skills development in key stage
Year 10	Understanding the causes and effects of debt Understanding the risks associated with gambling	Exploring the influence of role models Evaluating the social and emotional risks of drug use	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups	Understanding different families and learning parenting skills Managing change, grief and bereavement	Skills for employment and career progression. Work on CV writing and job applications/letter of application. (Work with NS and HM)	Mental health and ill health, tackling stigma SRE – STI's
Year 11	Understanding the college application process and plans beyond school. (Work with NS and HM)	Promoting Self Esteem, coping with stress. Learning and revision skills to maximise potential. REVISION SKILLS for MOCKS	Personal and British values and assertive communication in relationships, human rights and cohesion. Tackling domestic abuse and forced marriage, challenging extremism and radicalisation.	Health and Safety in independent contexts. Taking responsibility for health choices. SRE	Guided revision for GCSEs. (Work with HODs)	Transition - New Y6 to work with MC and LS.

Departmental contributions to the teaching of SRE

Year Group / Subject	PSHCE	RE	Other Curriculum Areas
Y7		<p>3.1.2.5. Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves</p> <p>Call of the disciples</p> <p>3.2.1.1. Loyal, able to develop and sustain friendships (3.2.3.2)</p>	<p>English</p> <p><u>Y7 – Class novel: ‘A Monster Calls’, ‘Cirque du Freak’ or ‘Holes’</u></p> <p>Each novel lends itself to discussion of the relationships within families and between friends. ‘A Monster Calls’ explores the thoughts and feelings of a young boy facing the death of his mother from terminal cancer and the torments of bullies who target him. ‘Cirque du Freak’ explores the thoughts and feelings of a young boy who has to make a decision to leave his family. This novel also explores people who might not ‘fit in’ to conventional society. ‘Holes’ explores the thoughts and feelings of a young boy who is sent to a correctional facility for a crime he didn’t commit. This novel also considers how bullying can affect a person’s mental wellbeing. (4.2.3.1; 4.2.3.3)</p> <p>Y7 – Poetry</p> <p>A selection of poetry is studied some of which explore the relationships between parents and children and between siblings.</p>
	Autumn Term	Autumn Term	Autumn Term
		<p>Sacraments</p> <p>3.1.5.1. To distinguish ‘needs’ from ‘wants’</p>	<p>Science</p> <p>Cells-covers specialised cells including egg and sperm cell. Their function and adaptations are discussed. (3.1.5.4)</p> <p>There is also a lesson on microbes in which vaccines will be discussed. (3.3.3.1)</p>
	Spring Term	Spring Term	Spring Term

Y8				What are the joys and challenges of living as the people of God? 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	Summer Term	Science Circle of Life Reproduction - covers the role of the male and female reproductive systems and revisits work done on gametes in Cells Topic (Term2)(3.1.5.1/3.1.5.4) A lesson on the changes that occur during puberty (3.1.3.7) A focus on the menstrual cycle and fertilisation (3.1.5.4) The topic also focuses on maternal health during pregnancy and the effects of substances on the foetus. As well as the stage of gestation. (3.1.5.2)	Science Casualty – function of the body (3.1.5.1) History WW1 – relationships in trenches and morale (4.1.4.5)
	Summer Term				Summer Term	Art Day of the Dead – loss and prayer	
	Autumn Term			What does it mean to be a covenant people? 3.2.1.1. Loyal, able to develop and sustain friendships (3.2.1.3; 3.2.1.4; 3.2.1.6)	Autumn Term		
	Spring Term			How do we live as Covenant people? (4.1.3.2) How do we live out reconciliation? (3.1.4.4 and 3.2.1.5)	Spring Term		
	Autumn Term			Healthy Body 3.2.4.1 3.1.3.5, 3.1.3.6, 3.1.3.7 Mental Health 4.1.4.1, 4.1.4.3, 4.1.4.4, 4.1.4.5 Drug Abuse 3.2.4.7, 4.2.4.1	Autumn Term		
	Spring Term			Rules and the law, Human Rights, British Values 3.3.1.2, 3.3.1.3 3.3.3.5, 3.3.3.6, 3.3.3.7, 3.3.3.5	Spring Term		

		<p>Peer Pressure 4.3.3.6, 4.3.3.7 Sexting – 3.2.4.5, 3.2.4.6, 3.3.3.5 Abusive relationships 3.2.3.2 3.2.4.2 3.2.4.5 3.2.4.6</p>	<p>How do we meet the challenge to live justly? Catholic Social Teaching and Stewardship 3.2.2.4. How to express love and care for others through acts of charity 3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p>	<p>English <u>Y8 – Class novel: Private Peaceful</u> The relationships between family members is explored in this text as a soldier faces the prospect of his brother being court martialled and executed for desertion during WW1. This novel explores family relationships after the death of a parent and considers how families cope with a child who has learning difficulties. <u>Y8 – Macbeth</u> The relationship between husband and wife is explored in this play and the ways in which spouses can influence each other.</p>
Summer Term	Summer Term	Summer Term	Summer Term	Summer Term

Y9	Harmful actions – consequences, physical and mental harm – choices and vulnerabilities. 3.2.3.2 to 3.2.3.5	Personal beliefs and experiences 3.2.2.5. How to discuss religious faith and personal beliefs with others 3.3.2.1. To discuss moral questions in a balanced and well informed way 3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all Vocation 3.1.3.1. To recognise their personal strengths Vocation, Marriage and family 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. 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 3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child 3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion. 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	Science Cell Level systems – DNA, inheritance, fertility (3.1.5.3) English <u>Y9 – Of Mice and Men</u> The relationships between friends is explored in this text, along with the problems adults with learning difficulties can face. Sexual elements are introduced with the relationship between Curley and his wife and with details of the men visiting brothels. (4.3.2.1) <u>Y9 – Romeo and Juliet</u> The relationships between parents and children is explored in this play. Intimate relationships are also explored with the love between Romeo and Juliet and them consummating their marriage. (4.2.3.2; 4.2.3.6) <u>Y9 – An Inspector Calls</u> Family tensions are explored in this play and the impact on keeping secrets from others. The abuse of lower class women and exploiting them sexually is also considered along with the devastating consequences of a partner embarking on an affair. (4.2.3.8) History 1920s America – relationships between older generation and women and how they changed. (4.2.1.2 and 4.2.1.3) Civil Rights Movement in America – government, local communities, justice.
----	---	--	---

				(4.2.1.5; 4.2.1.6 and 4.3.1.1; 4.3.1.2)
PiXL Them and Us 3.3.1.2, 3.3.1.3 Includes fundraising, shoebox appeal, food bank collections, Comic Relief, Young Carers. 3.3.3.4 4.3.3.7	Evil and Suffering 3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 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) Study of the Catholic views on the Sanctity of life. This will include discussion of abortion, euthanasia and medical ethics. 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			Spring Term
				Spring Term

		<p>Year 9 RSE Day</p> <p>Sessions provided included:</p> <p>Consent</p> <p>Loving Relationships</p> <p>Perfect Partners</p> <p>Domestic Abuse</p> <p>STIs</p> <p>Self-esteem</p> <p>Sexting</p> <p>Pornography</p> <p>4.2.4.10, 4.2.4.11</p> <p>3.2.4.1 to 3.2.4.7</p> <p>4.1.5.6</p> <p>4.1.5.4</p> <p>4.1.5.5</p> <p>4.3.3.1 to 4.3.3.6</p> <p>Sexuality</p> <p>4.2.3.10</p>		<p>Edexcel Philosophy and Ethics</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>EDEXCEL GCSE –Area of Study 3 – Philosophy and Ethics – Religious Teachings on Relationships and Families in the 21st Century</p> <p>Topics are; ‘marriage’, ‘sexual relationships’, ‘the family’, ‘support for the family’, ‘family planning’, ‘divorce, annulment and marriage’, ‘equality of men and women in the family’, ‘gender and women in the family’, ‘gender prejudice and discrimination.’</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>4.1.2.4. The Church’s teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3</p> <p>4.2.2.1. 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,</p>	<p>Summer Term</p>	<p>Summer Term</p>	<p>Drama</p> <p>Breakdown of family unit, loss, love, self-esteem, abuse</p> <p>(4.1.1.1; 4.1.1.3; 4.1.1.5; 4.1.1.6; 4.1.1.7)</p>
--	--	--	--	---	--------------------	--------------------	---

				including an understanding of how the Church supports family life 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 4.2.3.7. The nature and importance of marriage; the difference between sacramental and civil marriage, civil partnerships and other stable, long-term relationships.			
Y10				EDEXCEL GCSE –Area of Study 2 – Judaism – practices – ritual and ceremony; this looks at ceremonies that happen throughout a Jewish person's life, including marriage and discusses the importance of family.	Autumn Term		<p>Science Endocrine system, factors affecting menstruation and fertilisation. (4.1.5.1; 4.1.5.2; 4.1.5.3)</p> <p>Drama Good and evil and the demons within considering cultural, parental, social, political and emotional factors. Body image and the media (4.1.3.3; 4.1.3.4)</p> <p>History Vietnam War Relationships between Viet Cong, Americans and local villagers. 4.3.1.3</p>
	Autumn Term		British values – Human trafficking talk for whole year Human Rights FGM and extremism 4.3.3.2 to 4.3.3.5	EDEXCEL GCSE –Area of Study 2 – Judaism – beliefs and teachings; this looks at the 'Sanctity of Life' – this will involve some discussion of issues such as abortion and euthanasia.	Spring Term		<p>History Norman England – feudal system oppression of people; Magna Carta. 4.3.2.1; 4.3.3.5</p>

Y11				4.2.2.7. The sanctity of life, and the significance of this concept in debates about abortion 4.2.4.2, 4.2.4.3, 4.2.4.4, 4.2.4.6, 4.2.4.7. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it. Pregnancy and relationship breakdown.		
	Summer Term			Summer Term	Summer Term	
	Autumn Term			Autumn Term	Autumn Term	Science Molecules of life Cell division, mutations, genes and cloning (4.3.2.1)
	Spring Term			Spring Term	Spring Term	

				study of our relationships with our global neighbours. 4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation. 4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes. 4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness 4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes			
	Summer Term		Summer Term	Summer Term			
						Drama Blood Brothers and themes of family, sex and relationships. (4.2.3.5; 4.2.3.9)	c

RE – Year 7 Long Term Curriculum Map – People of God					
How can we know what is true?	Is Jesus special?	What does it mean to belong?	Is there more than meets the eye?	What are the joys and challenges of life?	What are the Hindu signs of identity?
Who is God? JBDLS	Who is Jesus? (Advent and Christmas)	What is the Kingdom of God?	What are the Catholic signs of identity?	What are the joys and challenges of living as people of God?	
RE – Year 8 Long Term Curriculum Map – People of God					
Why do promises matter?	What are the signs of identity for Jewish people?	Can one person change the world?	Why do we celebrate?	How do we know what's fair?	What are the signs of identity for Muslim people?
What does it mean to be Covenant People?	How is Jesus the New Covenant?		How do we live as Covenant People?	How do we meet the challenge to live justly? Are there limits to forgiveness? How do we live out reconciliation?	
RE – Year 9 Long Term Curriculum Map - Edexcel GCSE					
A full specification for the GCSE can be found at https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-a-2016.html					
Judaism: Beliefs and Teachings	Judaism: Practices			How do we make sense of the world?	Introduction to Catholic Christianity
RE – Year 10 Long Term Curriculum Map – Edexcel GCSE					
Catholic Christianity: Practices	Catholic Christianity: Sources of Wisdom and Authority		Catholic Christianity: Forms of Expression and Ways of Life		
RE – Year 11 Long Term Curriculum Map – Edexcel GCSE					
Catholic Christianity: Forms of Expression and Ways of Life/Judaism: Beliefs and Teachings	Judaism: Beliefs and Teachings/Judaism: Practices	Exam practice Revision			
Specification A: Catholic Christianity, Judaism and Philosophy and Ethics					
Study of Catholic Christianity – Content: Beliefs and Teachings, Practices, Sources of Wisdom and Authority and Forms of Expression and Ways of Life.					
Final assessment: 1 hour 45 minute written exam at the end of year 11 (50% of final grade).					
Study of Religion – Judaism – Content: Beliefs and Teachings and Practices.					
Final assessment: 50 minute written exam at the end of year 11 (25% of final grade)					
Study of Catholic Christianity – Philosophy and Ethics – Content: Arguments for the Existence of God and Religious Teachings on Relationships and Families in the 21 st Century.					
Final assessment: 50 minute written exam at the end of year 11 (25% of final grade)					

English - Year 7 Long Term Curriculum Map				
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3B
Writing Skills: Non-fiction, biography, autobiography, transcripts. Islands	Reading Skills: techniques, genres. The Novel	Narrative and Creative Writing. Spooks and supernatural	Shakespeare and the literary heritage. The Tempest	Media, persuasive writing, spoken language. Language in society
ASSESSMENT TASK: WRITING	ASSESSMENT TASK: READING	ASSESSMENT TASK: WRITING	ASSESSMENT TASK: READING	ASSESSMENT TASK: READING
English - Year 8 Long Term Curriculum Map				
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3B
Information Texts: Argue and Persuade	Literary Heritage A Christmas Carol	War poetry	Shakespeare and the literary heritage (generic / extracts from various plays)	Language and The Novel.
ASSESSMENT TASK: WRITING	ASSESSMENT TASK: READING	ASSESSMENT TASK: WRITING	ASSESSMENT TASK: READING	ASSESSMENT TASK: READING
English - Year 9 Long Term Curriculum Map				
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3B
Non-fiction texts, including pre-1914 (3 weeks only) The novel (including TKAM and OMAM)	The novel (including TKAM and OMAM)	Shakespeare and the literary heritage: Macbeth	GCSE Lang paper 1 (Moments / Settings / Animals / Dystopia / Riots)	Poetry, Unseen poetry (an introduction to poems from the new anthology)
ASSESSMENT TASK: WRITING	ASSESSMENT TASK: READING	ASSESSMENT TASK: READING	ASSESSMENT TASK: WRITING	ASSESSMENT TASK: READING

English - Year 10 Long Term Curriculum Map				
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3B
Reading Lit 1 – Shakespeare - R&J / Merchant of Venice Writing Lang 1- Descriptive writing	Reading Lit 1 - Shakespeare - leading to assessment Writing Lang 2 – Persuasive writing (presenting viewpoint)	Reading Lit 2 – Modern Novel – LOTF /Inspector Calls (1&2) LOTF/Animal Farm (3&4) DNA/ Blood Brothers (5&6) Writing Lang 1 – Character Diary – narrative	Reading Lit 2 – Modern novel continued (assessment) Writing Lang 2 – Discursive writing (presenting viewpoint)	Reading – Lit 2 – Anthology poetry (Assessment) Writing - Lang 1 – Descriptive writing
ASSESSMENT TASK: Paper 1 section B	ASSESSMENT TASK: Paper 2 – B	ASSESSMENT TASK: Paper 1-B	ASSESSMENT TASK: Paper 2 – B	ASSESSMENT TASK: Paper 1 – B
English - Year 11 Long Term Curriculum Map				
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3B
Reading – Lit 1 - 19 th C Novel – Jane Eyre/P&P/Great Exp. (1&2) Christmas Carol (3,4,5&6) - Lang 1 q1-4 (Assessment) Writing – Lang 1 Descriptive writing	Reading – Lit 1 19 th C Novel continued (assessment) - Lang 2 Pre20th Cent letters Writing – Lang 2 Writing to argue	Reading – Lit 2 Short stories (Assessment) complete/revise poetry Writing – Lang 1 Writing as a character (narrative/descriptive)	Reading – Shakespeare revision Writing – Lang 2 Writing to argue/persuade (Assessment)	Final Exams
			Reading – Lang 1&2 Revision - Modern Novel revision Writing – Lang 1&2 Revision	

History – Year 7 Long Term Curriculum Map

TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Pupils will learn about the culture, customs and military might of the Romans. From its early beginnings to becoming a Republic and powerful Empire.	Pupils will also study Roman Daily Life and consider the influence the Romans have had on the present day.	Pupils will consider the effects the Fall of the Roman Empire had on Britain and the background to the Norman Conquest.	Pupils will find out how William Conqueror won at the Battle of Hastings and later took control of England – looking at how he dealt with rebellions, his castle building and legal system	Pupils will learn about Medieval Monarchs such as King Edward and the rebellion of William Wallace and King John and the Magna Carta.	Pupils will study medieval society, justice and daily life.

Year 8 Long Term Curriculum Map

TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Slavery Pupils learn about examples of slavery in Ancient History and how Britain was involved in the Trans-Atlantic Triangular Trade Route that developed in the 18 th and 19 th Centuries	Slavery Pupils will consider the lives and work of Slaves on plantations, rebellions, the Abolition movement, Liverpool's involvement in Slavery and modern day examples of Slavery.	WW1 Pupils will learn about the causes, events, and fighting conditions in WW1. The role of women's in WW1 and the impact that had for Women's Rights will also be studied.	WW1/ Nazi Germany and the Holocaust Specific study about the rise to power of Nazi Party in Germany in 1933. Pupils will then look closely at the Anti - Semitic policies of the Nazis during the 1930's, the Ghettoes and the Final Solution.	Causes of WW2 Pupils will study the actions of Hitler in the 1930's which broke the Treaty of Versailles, our policy of Appeasement in dealing with Hitler and finally the Nazi Soviet Pact and the attack on Poland in 1939.	Events of WW2 Pupils will learn about the first events of WW2 including the Battle of Britain, Evacuation, the Home Front, Pearl Harbour and D-Day.

Year 9 – and into Year 10 (GCSE) Long Term 3 Year Curriculum Map (Yr 11 TBC in the last term of Yr 10)				
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A
America 1920-73	America 1920 -73	America 1920 -73	America 1920 -73	Conflict in Asia –The Korean War and Vietnam War
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3B
Conflict in Asia –The Korean War and Vietnam War	History of Medicine 1000 AD – Present Day	History of Medicine 1000 AD – Present Day	History of Medicine 1000 AD – Present Day	Conflict in Asia –The Korean War and Vietnam War
				Norman England

Year 10 – and into Year 11 (GCSE) Long Term 2 Year Curriculum Map				
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A
America 1920-73	America 1920 -73	America 1920 -73	Conflict in Asia –The Korean War and Vietnam War	History of Medicine 1000 AD – Present Day
TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3B
History of Medicine 1000 AD – Present Day	History of Medicine 1000 AD – Present Day	Norman England	Norman England	History of Medicine 1000 AD – Present Day
				Exams