



CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL

# Relationships, Sex and Health Education Policy

<b>Author/Adapted from</b>	D Mangan based on The Key Support Services Ltd model policy and CES model policy	
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## **Our Mission Statement**

### **Our Mission Statement**

John Carmel Heenan (1905-1975) was Bishop of Leeds, Archbishop of Liverpool and Cardinal Archbishop of Westminster. This school is a living tribute to a very faithful servant of God. We are proud to bear his name.

We wear the word Veritas (Truth) on our school blazers in memory of St Thomas Aquinas. He lived a life of prayer and study which led him to the Dominican Order, whose motto is "Veritas" or "Truth". He sought truth wherever it could be found and burned with the desire to know the one truth, God, which gives meaning to all truths.

The Catholic Christian community at Cardinal Heenan endeavours to help pupils to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth. We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come.

In this policy the Governors of CHCHS set out the rationale for and approach to Relationships, Sex and Health Education at CHCHS. The policy will be reviewed by the Governor responsible for RSHE, the Head-teacher, Head of Safeguarding, and RSHE co-ordinator (in consultation with pupils, parents, staff) every year.

Copies of the document are available to parents through the school's website and a hardcopy is available at any time. Details of the content of the RSHE curriculum are also published on the school's web site (Appendix 1).

## 1. Aims

The aims of Relationships, Sex and Health education (RSHE) at CHCHS are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 RSHE 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) RSHE 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 RSHE 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.

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 Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education.

Furthermore, our school aims to endeavour to raise pupils' self-esteem, to help them to grow in knowledge and understanding, to 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 and health education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## 2. Statutory requirements

As a maintained secondary school, we must provide RSHE to all pupils under the *Children and Social Work Act 2017*.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the *Education Act 1996*.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the *Education Act 1996*
- Part 6, chapter 1 of the *Equality Act 2010*
- *The Public Sector Equality Duty* (as set out in section 149 of the *Equality Act 2010*). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At CHCHS we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to contact the school with regard to any aspect of the policy which is available on the school website. This is also communicated to parents via a letter sent to them every year. There is also a representative group (Parent Governors) that take part in a focus group to discuss the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE via questionnaires and feedback sessions
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

## 5. Curriculum

Our RSHE curriculum is set out as per Appendix 1. Appendix 1 shows how the RSHE links to the PSHCE curriculum and also includes where an aspect of RSHE is taught in another subject e.g. science.

Although Appendix 1 shows the intended model, it is good practice to make adaptations to timings or indeed PSHCE content based on the needs of the students e.g. local/national context regarding a particular issue.

We have developed the curriculum in consultation with parents, pupils and staff, and by considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## 6. Delivery of RSHE

At CHCHS pupils are taught RSHE within PSHCE, RE, Science (biological aspects of RSHE), PE, ICT and other lessons. PSHCE lessons are every 2 weeks from Years 7 to 11. Other relevant subjects have lessons that take place several times per week (though these will not always be related to RSHE).

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

A learning environment is fostered in which pupils feel safe and secure in their learning. Opportunities for discussion of what is and is not appropriate in relationships are provided. Such discussion may well lead to disclosure of a safeguarding issue. Teachers are aware of the needs of their pupils and do not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

*(For more information about our RSHE curriculum, see Appendix 1.)*

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Assemblies
  - Small groups or targeted sessions where desirable
  - 1-to-1 discussions where desirable
  - Digital formats where required
- Give careful consideration to the level of differentiation needed

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The *Teachers' Standards*
    - The *Equality Act 2010*
    - The *Human Rights Act 1998*
    - The *Education Act 1996*
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' (Appendix 3).

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The following members of staff are responsible for the teaching of RSHE in the school:

Mr Daniel Mangan (Senior Assistant Head)

Dr Mark Bradley (PSHCE Co-ordinator)

Mr Jack Tunnecliff (Head of RE)

Other members of staff are responsible for the delivery of RSHE in their role as PSHCE teachers. These staff sometimes differ from year to year but all members of staff receive the necessary training for the correct and appropriate delivery of RSHE.

### **8.4 Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **9. Parents' right to withdraw**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.



A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSHE as part of their induction and those directly responsible for its delivery are provided with training throughout the school year.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **11. Monitoring arrangements**

The delivery of RSHE is monitored by Mr Daniel Mangan through:

Regular meetings with the Heads of PSHCE, RE and other relevant subjects

Learning walks during PSHCE and other relevant lessons

Scrutiny of schemes of work, lesson plans, assessments and staff and pupil feedback

Anticipation of topics that appear in the media that are related to RSHE and their incorporation into the RSHE programme

This policy will be reviewed by Mr Daniel Mangan annually. At every review, the policy will be approved by the Head Teacher and the Governing Body.

## Appendix 1: Curriculum map

YEAR 7			
HT	PSHCE	Details	Other
1	<b>Ground Rules</b>	Outlining the ground rules for PSHCE What is and is not appropriate during PSHCE	<u>ICT</u>
1	<b>What PSHCE is</b>	An outline of why we go to school and what it is for An outline of what PSHCE is and covers An outline of why we need PSHCE	Online grooming
1	<b>Your Future</b>	A chance to think about future careers Things to consider regarding your career An action plan of how to achieve your career goals	<u>RE</u> Individual responsibility
1	<b>Dealing with Trouble</b>	Discussion of respect for others and oneself What to do about trouble at home The importance of telling the truth What to do about trouble at school, including bullying What to do about keeping safe outside of school generally <b>DOCUMENT OF HOW TO GET HELP HANDED OUT (including help at school, telephone numbers, websites)</b>	<u>ENGLISH</u> Current affairs, bias and objectivity, points of view (The News Unit)
2	<b>Bullying</b>	What bullying is Different kinds of bullying (physical, mental and emotional, cyber) Why do bullies bully? What to do if you or someone you know is being bullied (the help available)	<u>SCIENCE</u>
2	<b>Peer Pressure</b>	What peer pressure is and the forms it might take (including age-sensitive discussion of coercion in relationships) How to resist peer pressure Discussion of resilience	Puberty and physical/emotional changes The menstrual cycle The science of human reproduction and sexual intercourse
2	<b>Self-esteem</b>	What self-esteem is Discussion of looking at your positives/skills/abilities Tips on how to build self-esteem	Development of the foetus
3	<b>FGM – Breast Ironing</b>	What FGM is, why it happens, where it mainly occurs The health risks associated with it Why it is wrong The law regarding FGM Indicators of FGM What to do about FGM and where to get help What Breast Ironing is and the law regarding it	

		What to do about BI and where to get help	<b>FOOD TECH</b>
3	<b>Puberty - Menstruation</b>	<p>What puberty is</p> <p>Physical and mental changes for boys and girls during puberty</p> <p>Personal hygiene and puberty</p> <p>What menstruation is and the menstrual cycle</p> <p>Period products of where to get them (available from school)</p> <p>Discussion of period poverty</p> <p>Menstrual wellbeing and where to get help</p>	<p><b>Nutrition</b></p> <p><b>Eating well</b></p>
3	<b>Road Safety</b>	<p>Spotting the dangers on the road</p> <p>Facts and statistics about accidents on the road</p> <p>How to stay safe crossing the road</p> <p>How to stay safe in OUR car park</p> <p>How to stay safe on your bike</p>	<p><b>PE</b></p> <p><b>Focus on teamwork, communication, exercise, healthy lifestyle</b></p>
4	<b>Exercise</b>	<p>The health benefits of exercise</p> <p>Different kinds of exercise and tailoring them to yourself</p> <p>How to measure your heartrate</p> <p>Tips for people who struggle to exercise</p>	
4	<b>Healthy Eating</b>	<p>The various kinds of nutrients</p> <p>The main food groups and their effects</p> <p>The different kinds of vitamins and their effects</p> <p>Looking at balanced diets</p>	
4	<b>Importance of Sleep</b>	<p>How much sleep we need and how it helps our body and mind</p> <p>Tips on how to get a good night's sleep</p> <p>A look at some sleep disorders</p>	
5	<b>Multiculturalism</b>	<p>What multiculturalism is</p> <p>A short history of multiculturalism</p> <p>Why multiculturalism is a good thing</p>	
5	<b>Community Cohesion</b>	<p>What community cohesion is</p> <p>An introductory look at sexism, racism, religious freedom, prejudice and discrimination</p> <p>How to promote community cohesion</p>	
5	<b>Prejudice and Discrimination</b>	<p>Defining prejudice and discrimination</p> <p>The forms that it might take</p> <p>Focus on racism and the difference between overt and covert versions</p> <p>Looking at case studies and deciding what is unacceptable</p>	
6	<b>The Purpose of Law</b>	<p>Why we need laws</p> <p>Thought experiments about what we'd do on a desert island</p>	

		Thought experiments about what would happen if we had no laws Discussion of what you might change about the law	
6	<b>The Causes of Crime</b>	A look at why people might commit crime, including psychological and social reasons A discussion of what pupils think are the biggest causes of crime in their area	
6	<b>Crime and Your Age</b>	What is and is not legal at various ages, involving marriage, sex, alcohol, driving, voting, gambling, donating blood, buying fireworks, getting a tattoo, etc.	

YEAR 8			
HT	PSHCE	Details	Other
1	<b>Budgeting</b>	Difference between income and expenditure How to put a budget together The effects of not budgeting How to cope when money is scarce	<u>SCIENCE</u> Immunisation and vaccination Infectious diseases
1	<b>Dealing with Stress</b>	What stress is and how it affects the body/mind Positive and negative ways to handle stress Mindfulness exercise	
1	<b>Mindfulness</b>	What mindfulness is The question of whether it is effective Various practical exercises to relieve stress Possible benefits of meditation	<u>ICT</u> Whole unit on online security, including scams, cybersecurity and viruses
2	<b>Cyberbullying</b>	What it is Negative effects of cyber-bullying on others and self What to do about cyber-bullying and how to get help	
2	<b>Online Safety</b>	Discussion of scenarios involving online safety Look at sexting and its consequences The law on possessing and sending explicit images Being careful with your digital footprint What to do about abuse online Where to get help	<u>ENGLISH</u> Social Criticism Unit: issues regarding racism, classism, gender equality and the environment
2	<b>Resilience</b>	What it is Examples of resilient individuals and what they do Tips about how to be resilient	<u>HISTORY</u> Slavery

3	<b>Personal Hygiene</b>	Different forms of personal hygiene and how to stay clean/healthy, including: washing, cleaning teeth, body odour, clean clothes, hygienic behaviour Sun protection Staying safe from COVID	British Empire Suffragettes The Chartists Resilience (Harriet Tubman)
3	<b>Tobacco</b>	The effects of smoking, including: health and diseases (including cancer and lung diseases), cost, smell, ageing effects, social unacceptability	
3	<b>Tobacco</b>	Facts and statistics regarding smoking The law regarding smoking Second-hand smoking dangers Other forms of smoking (cigars, pipes, shisha pipes) and their dangers Vaping and e-cigarettes	
4	<b>British Identity</b>	Definitions of Britain, Great Britain, UK What it might mean to be British Rights and responsibilities of British citizens Discussion of citizenship and citizen tests	<u>FOOD TECH</u> Nutrition Eating well Food labelling Diet diaries Keeping food safely Diet related illnesses Drinking water
4	<b>British Values</b>	The British Values outlined The British Values applied with examples Discussions of national identity	
4	<b>Migration</b>	Definitions and differences of: migration, immigration, refugee, asylum seeker Push and pull factors of migration and discussion of why people migrate or seek asylum	
4	<b>Homelessness</b>	What it is and its causes Attitudes to homelessness with discussion Discussion of what might be done about homelessness	<u>PE</u> Focus on teamwork, communication, exercise, healthy lifestyle
6	<b>Crime and Young People</b>	Statistics about crime and young people The age of criminal responsibility Causes of crime for young people The impacts of crime What happens to young offenders Discussion of young people and the media portrayal of crime	<u>RE</u> Friendship as the basis of sexual relationships Natural and artificial contraception Consequences of unintended pregnancy/teenage parenthood Abortion Abortion and the law The roles and responsibilities of parents
6	<b>Alcohol and Car Crime</b>	Types of car crime (TWOK, joyriding, speeding, drinking and driving) Causes of car crime Types of alcohol-related crime (buying alcohol under-age, drunk and disorderly, drinking and driving, domestic violence) Causes of alcohol-related crime	

		Discussion of effects on people Focus on the law and driving age	Sex before and after marriage Peer pressure and freedom of choice Adoption, Fostering Different kinds of marriage/partnership Sexually transmitted diseases and AIDS
6	<b>Civil and Criminal Law</b>	The difference between civil and criminal law The kinds of penalty involved with each	Respect for yourself and others Responsibility for your own behaviour Trust and honesty Self-confidence and self-esteem The importance of forgiveness The importance of charity  Help available

YEAR 9			
HT	PSHCE	Details	Other
1	<b>Critical Thinking</b>	Kinds of Intelligence Supporting a point of view Conceptual Analysis and its uses	<u>ICT</u> Online grooming Using social media in a safe way  <u>ENGLISH</u> Animal Farm Unit: issues about authority, citizenship, types of rule, repression and freedom
1	<b>Current Affairs</b>	What the news is and why it's important How to find out about the news Facts and opinions Bias and objectivity in reporting	
1	<b>Prejudice and Discrimination Black Lives Matter</b>	Kinds of prejudice and discrimination Focus on ableism Focus on racism The law and the Equality Act Hate Speech Where to get help Discussion of Black Lives Matter (what it is, why it arose, its aims, further reading)	
1	<b>Sexual Bullying</b>	Defining what is sexually inappropriate Discussion of personal space and touching Up-skirting and the law Discussion of scenarios	

2	<b>Homophobia</b>	Definitions of LGBT What homophobic bullying is and the forms it takes Why it's unacceptable Discussion of the word 'gay'	<u>HISTORY</u> The Holocaust Treatment of Commonwealth Soldiers
2	<b>Abuse</b>	Kinds of abuse at home or at school The effects of abuse Discussion of scenarios What can be done about it and where to go for help	<u>STUDY SKILLS</u> Growth Mindset General wellbeing and mental health Homework approaches Reading skills Presentation skills Making mistakes and resilience Thinking about careers
2	<b>Gender Equality</b>	What it is; what sexism is Look at: sexist jokes, sexism in the workplace, sexism in the media, safety at night, women oppressed worldwide, MeToo Movement What to do about it and where to get help	
3	<b>Alcohol 1</b>	Kinds of alcohol Why people drink alcohol Alcoholic units and the law	
3	<b>Alcohol 2</b>	Why people abuse alcohol Negative health effects (physical and mental) Negative effects on family and society	<u>PE</u> Focus on teamwork, communication, exercise, healthy lifestyle
3	<b>Drug Abuse</b>	Physical and mental effects of drug use Why people misuse drugs	
4	<b>Human Rights</b>	What human rights are Different kinds of rights The United Nations and human rights	<u>RE</u>
4	<b>Free Speech and the Media</b>	What free speech is and its limits (hate speech, slander and libel, inciting violence) Freedom of the media (focus on Charlie Hebdo)	<i>Themes Unit</i>
4	<b>Fake News, Conspiracy Theories, Vaccines</b>	What fake news is, and when something is really fake news and when it is only claimed to be Conspiracy thinking and its shortfalls The value of critical thinking and checking sources, reliability, etc. Conspiracy thinking about vaccines and why it is wrong The safety of vaccines	Sexuality and sensuality as a gift from God Sex and marriage Strategies for negotiating the differences between partners Natural and artificial contraception Pregnancy and teenage parenthood Abortion Sexually transmitted diseases Respect, trust, honesty
4	<b>Extremism and Terrorism</b>	Recap on British Values Defining extremism and terrorism Why people hold extremist views Why it is wrong	Different fasts and feasts and their importance
5	<b>Community Action</b>	How to make improvements to your local area Volunteering and how to do it	

5	<b>Protesting and the Environment</b>	<p>Look at environmental problems</p> <p>Kinds of protest and non-violent direct action</p> <p>Why people protest</p> <p>Focus on Greta Thunberg</p> <p>Discussion of Extinction Rebellion</p>	<p>Advice on sexual health/unintended pregnancy</p> <p>Where to get help</p> <p><i>Adoption, Fostering, and different kinds of marriage/partnership will be incorporated into the new GCSE scheme</i></p>
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YEAR 10			
HT	PSHCE	Details	Other
1	<b>Body Image and Cosmetics</b>	<p>What body image is</p> <p>How the media affects body-image</p> <p>Cosmetic surgery and its dangers, such as botox, liposuction, breast implants</p>	
1	<b>Eating Disorders</b>	<p>Different kinds of eating disorder</p> <p>Symptoms and effects</p> <p>Where to get help</p>	<u>ENGLISH</u>
1	<b>Self-harm Suicidal Thoughts</b>	<p>What self-harm is</p> <p>Why some people might do it</p> <p>Displacement strategies</p> <p>What to do if you have suicidal thoughts</p> <p>Where to go for help</p>	<p>Ethics and morality; classism, responsibility, poverty in <i>An Inspector Calls</i></p> <p>Good and evil, responsibility, secrecy in <i>Jekyll and Hyde</i></p>
1	<b>Anxiety and Depression</b>	<p>What anxiety is</p> <p>What depression is</p> <p>How to get help</p> <p>Panic attacks and how to cope with them</p>	<u>HISTORY</u>
2	<b>Online Safety (return)</b>	<p>Discussion of scenarios involving online safety</p> <p>Look at sexting and its consequences</p> <p>The law on possessing and sending explicit images</p> <p>Being careful with your digital footprint</p> <p>What to do about abuse online</p> <p>Where to get help</p>	Fight against Nazism



2	<b>Pornography</b>	What pornography is The immorality of pornography The effects of pornography on victims, the brain, and society Trafficking and the law	<b>PE</b> Focus on leadership, ownership, diet and nutrition	
2	<b>Understanding LGBT+</b>	Defining sex and gender Focus on homophobia How to get help		
2	<b>Grooming and County Lines</b>	Different kinds of grooming such as online and county lines The strategies that groomers use		
3	<b>Kinds of drugs</b>	Different kinds of drugs by chemical and legal classification		
3	<b>The Effects of drugs</b>	The effects of drugs on health, family and society The nature of addiction		
3	<b>Gangs and weapons</b>	Why people join gangs The law and knife crime The law and joint enterprise Stop and search laws		
4	<b>British Values (returned)</b>	The British Values outlined The British Values applied with examples Discussions of national identity		<b>SCIENCE</b> Puberty and physical changes Non-communicable diseases and substance abuse
4	<b>Radicalisation</b>	Radicalisation and religion How people become radicalised		
4	<b>The Far Right</b>	What the far-right is and the different groups Far-right views Why they are wrong		
5	<b>International Government</b>	The nature of international government, including the UN, NATO, the EU, the Commonwealth, the G7, the G20 What they do		
6	<b>Employability Skills</b>	Skills that employers are looking for Reflection on which skills pupils have How to develop your skills	<b>RE</b> Feasts and fasts and different cultures	
6	<b>Work and Pay</b>	The minimum wage Tax and National Insurance The Equality Act and work	<b>ICT</b> Exploitation and online bullying Online blackmail	
6	<b>Health and Safety at work</b>	What health and safety is Common risks and hazards at work First Aid at work Fire safety at work		

		How to report accidents Bullying and harassment at work and what to do	
6	WORK EXPERIENCE		

YEAR 11			
HT	PSHCE	Details	Other
1			
1	<b>Interview Techniques</b>	What interviews are for What interviewers are looking for How to prepare for interviews How to conduct oneself during an interview What to do and not to do How to deal with tricky questions	<u>SCIENCE</u> Physical changes of the body The science of human reproduction
2	<b>Consent</b>	What consent is The law regarding consent, assault, rape Victim blaming How to get consent	<u>ICT</u> The use of social media Online grooming
2	<b>Andrew Tate and the Manosphere</b>	Outline of 'the Manosphere' and INCELS Why these views are wrong	
2	<b>Divorce and separation Domestic abuse Forced and arranged marriages</b>	What divorce and separation are and why it happens Focus on the idea that it is never the child's fault The difference between forced and arranged marriages and the law regarding them Honour-based Violence What domestic abuse is How to get help	<u>RE</u> Themes of trust, self-confidence, responsibility, self-esteem throughout KS4
2	<b>Dealing with grief</b>	What grief is and its effects When grief becomes a more serious problem How to get help	<u>ENGLISH</u> Ethics and morality; classism, responsibility, poverty in <i>An Inspector Calls</i>
2	<b>The menopause</b>	What the menopause is Its symptoms and effects How to deal with it Discussion of whether there is a male menopause	Good and evil, responsibility, secrecy in <i>Jekyll and Hyde</i>
3	<b>First Aid</b>	The importance of first aid What to do in an emergency Various first aid techniques for cuts, burns, sprains, etc.	

		<p>How to perform CPR</p> <p>How to check for meningitis and breast and testicular cancer</p> <p>Relationships with doctors and dentists and the right to change them</p>	
3	<p><b>Giving blood</b></p> <p><b>Vaccines</b></p> <p><b>Organ donation</b></p>	<p>Why blood is needed how to give blood and what happens</p> <p>The importance of vaccines and their safety</p> <p>Debunking conspiracies about vaccines</p> <p>What organ donation is and the law regarding it</p>	
3	<b>Cannabis</b>	<p>What cannabis is</p> <p>Its effects and health dangers</p> <p>The law regarding it</p> <p>Discussion of the legalisation of cannabis</p>	<p><u>HISTORY</u></p> <p>Fight against Nazism</p>
3	<p><b>Club Drugs</b></p> <p><b>Illegal highs</b></p> <p><b>New Psychoactive substances</b></p>	<p>The types of club drugs, including ecstasy, rohypnol, spice</p> <p>What illegal highs/psychoactive substances are and the law regarding them</p> <p>The dangers regarding them</p>	
3	<p><b>Stop and Search</b></p> <p><b>Acid Attacks</b></p>	<p>The law on Stop and Search</p> <p>The effects of acid attacks</p> <p>The law on acid attacks</p>	<p><u>PE</u></p> <p>Focus on leadership, ownership, diet and nutrition</p>
5	<b>Gambling</b>	<p>What gambling is</p> <p>The gambler's fallacy and why the house always wins</p> <p>The dangers of excessive gambling</p> <p>Help available</p>	
5	<b>Consumer rights</b>	<p>What consumer rights are</p> <p>Returning items, right to change your mind, rights and forms of payment, complaining</p>	
5	<b>Trade unions</b>	<p>What they are and how they work</p> <p>The forms of industrial action and why people strike</p>	
6	<b>Revision and stress</b>	<p>Tips on how to revise</p> <p>Tips on how to relieve stress and anxiety</p>	

**Appendix 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Appendix 3: Checklist for external speakers



# CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist **'School(s)'** means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.<sup>1</sup>

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on “political impartiality in schools” which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

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<sup>1</sup> For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	Answer	Actions needed/Comment
<p>Will the Speaker be supervised at all times during their visit?</p> <p>If not, why not?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Has the Speaker understood and confirmed that their communications in the school will:</p> <ul style="list-style-type: none"> <li>• Be respectful towards Catholic teachings</li> <li>• Not be prejudicial or detrimental to the Catholic character of the school</li> <li>• Not engage pupils in political activity and</li> <li>• Not cover certain partisan political views which are not deemed relevant or appropriate</li> </ul>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	

<p>(provide details if applicable)</p> <ul style="list-style-type: none"> <li>Be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate)</li> </ul>		
<p>Have you reviewed the resources/materials that will be used by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Can you confirm that the political views espoused by the speaker/speaker's</p>	<p>YES <input type="checkbox"/></p>	

<p>organisation are in compliance with British values and do not involve taking an extreme political position?</p>	<p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Are there any other outstanding issues or concerns with the Speaker and/or their suitability?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	



**If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.**

Signed \_\_\_\_\_

Position \_\_\_\_\_

Dated \_\_\_\_\_

Approved for booking

Senior Staff member Name \_\_\_\_\_

Position \_\_\_\_\_

Dated \_\_\_\_\_