



De Lisle College
A Catholic Voluntary Academy

Relationships and Sex Education Policy

**Approved by the Governing Body
at De Lisle College: A Catholic Voluntary Academy
7 November 2024**

Mission Statement

“Rooted and grounded in Love”.

Ephesians 3:17

Our mission is to be rooted and grounded in God’s love so that each student receives the highest quality Catholic education and knows that they are loved deeply by Jesus Christ.

- All students experience the **Love** of Jesus Christ every day.
- Everyone is given the **Opportunity** to grow.
- Everyone **Values** themselves and each other by ‘doing what is right, not what is easy’ in the words of our school motto.
- Above all, we will grow actively in our faith by seeking a personal **Encounter** with Jesus Christ, so that we bear witness to the good news and to the teachings of the Church.
- We all **Serve** our neighbours near and far as missionary disciples.

L = Love

O = Opportunity

V = Values

E = Encounter

S = Serve

#DeLisleLoves

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to RSE in school. Our programme aims to “foster the spiritual, academic and social development of our students so that all may achieve their potential from the gifts God has given them.”

Rationale

“Rooted and Grounded in Love.”

Ephesians 3:17

Taking into consideration the needs of our students to value themselves as ‘created by God in his image, with dignity and worth’, the Governors intend that this policy reflects the following principles:

- That RSE is of a high quality, supported by training for all those involved in its delivery
- That it respects the teaching of the Catholic Church
- That it respects thoughtful evaluation of this teaching, and directs all students, and especially those who question church teaching, to a breadth of thoughtful information from within and outside the Catholic Church
- That it works in partnership with parents, who are the first and primary teachers of their children

- That it is inclusive and meets/supports the needs of the student body
- That it is in accordance with statutory requirements
- With this in mind the College has adopted the Ten:Ten programme to deliver RSE in Personal Development lessons across all age groups. This is the programme recommended and approved by the Catholic Education Service.

The governors consider that the CES suggested curriculum aligns with these values in its three core themes, and the virtues which lead into each theme.

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

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

All RSE will clearly and positively explain the Church's moral teaching. It will emphasise the central importance of marriage and the family within Church teaching, whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from, and all students will be encouraged to understand and engage respectfully with other viewpoints.

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aims of RSE

We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves to providing children and young people with a "positive and prudent sexual education"¹ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives of RSE

Our programme explores *three key themes* from the CES suggested curriculum. These are that all people are:

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

Through this format, the school intends to teach attitudes, values, personal and social skills, and knowledge and understanding.

Attitudes and Values

Students are encouraged to develop habits of behaviour traditionally known as *virtues*. In particular, the curriculum encourages them to be:

- Respectful
- Appreciative
- Grateful
- Self-disciplined
- Discerning in their decision making
- Determined and resilient
- Courageous
- Loyal, able to develop and sustain friendships
- Compassionate

¹ *Gravissimum Educationis*

- Forgiving
- Courteous
- Honest, committed to living truthfully and with integrity
- Just
- Self-giving
- Prophetic in their ability to identify injustice and speak out

Personal and social skills

Students are encouraged to:

- make sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- love and be loved, to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- manage emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- manage conflict positively, recognising the value of difference;
- cultivate humility, mercy and compassion, learning to forgive and be forgiven;
- develop self-esteem and confidence, demonstrating self-respect and empathy for others;
- build 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;
- be patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assess risks and manage behaviours in order to minimise the risk to health and personal integrity.

Knowledge and Understanding

Students will also **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.

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect of 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.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSE

RSE will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents were consulted before this policy was ratified by the governors. They were able to view the resources used by the school in the RSE programme. Our aim was that, at the end of the consultation process, every parent and carer would have full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to withdraw their children from RSE except in those elements pertaining to relationships or required by the National Curriculum science orders, health education or relationships education. Should parents wish to withdraw their children, they are asked to notify the school by contacting the Headteacher. Parents can request to remove their child from some/all sex education lessons up to three terms before the child turns 16.

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

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Roles and Responsibilities linked with RSE

Responsibility for the RSE programme lies with the middle leader with responsibility for Personal Development, and other curriculum staff including the Head of Science, the Head of PE, and staff with responsibility for PSHE. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our college will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'². Health professionals should follow the college's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

²Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Governors

- Approve the RSE policy, in consultation with teacher, parents and statutory guidance
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies, e.g. SEN, the college ethos, our mission, CES guidelines and statutory guidance from the DfE
- Ensure that parents know of their right to withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the NRCDES and the Local Education Authority, and other appropriate agencies.

RSE Co-ordinator

The role of RSE co-ordinator will be undertaken by the Head of RE/assistant headteacher with responsibility for Catholic Life, and pastoral leaders. Together with the headteacher, the RSE Co-ordinator has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

Theme 1: Created and Loved by God

	KS3	KS4 and KS5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>3.1.1.2. Appreciative for blessings</p> <p>3.1.1.3. Grateful to others and to God</p> <p>3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>3.1.1.5. Discerning in their decision making</p> <p>3.1.1.6. Determined and resilient in the face of difficulty</p> <p>3.1.1.7. Courageous in the face of new situations and in facing their fears</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity</p> <p>4.1.1.2. Appreciative for blessings</p> <p>4.1.1.3. Grateful to others and to God</p> <p>4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships</p> <p>4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement</p> <p>4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure</p> <p>4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different</p>

	KS3	KS4 and KS5
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage</p> <p>3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility</p> <p>3.1.2.4. Understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <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>3.1.2.6. Recognise that they are responsible for their own behaviour and how to inform their conscience</p>	<p>Pupils should be taught:</p> <p>4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure.</p> <p>4.1.2.2. The concept of fasts and feasts and the importance of selfdiscipline and moderation.</p> <p>4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3.</p> <p>4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3.</p> <p>4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.</p> <p>4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands.</p>

	KS3	KS4 and KS5
Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>3.1.3.1. To recognise their personal strengths.</p> <p>3.1.3.2. To distinguish ‘needs’ from ‘wants’.</p> <p>3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate.</p> <p>My body</p> <p>3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality.</p> <p>3.1.3.5. There are many different body shapes, sizes and physical attributes.</p> <p>3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have negative impact on the individual. My Health</p> <p>3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene.</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>4.1.3.1. To evaluate their own personal strengths and areas for development.</p> <p>4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives.</p> <p>My body</p> <p>4.1.3.3. The influences on their body image including the media’s portrayal of idealised and artificial body shapes</p> <p>4.1.3.4. The health risks and issues related to this, including cosmetic procedures. My health</p> <p>4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination).</p>

	KS3	KS4 and KS5
Emotional well-being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>3.1.4.1. How to develop self-confidence and self-esteem</p> <p>3.1.4.2. The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.3. There are different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>3.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>3.1.4.5. The concepts of sexual identity, gender identity and sexual orientation</p> <p>Attitudes</p> <p>3.1.4.6. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on self and others</p> <p>4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage</p> <p>4.1.4.3. Strategies for managing mental health and emotional wellbeing</p> <p>4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>Attitudes</p> <p>4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>

	KS3	KS4 and KS5
Life-cycles and fertility	<p>Pupils should be taught: Life-cycle</p> <p>3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems.</p> <p>3.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta.</p> <p>Fertility</p> <p>3.1.5.3 About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>3.1.5.4 The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.</p> <p>3.1.5.5 The negative impact of substance use on both male and female fertility.</p>	<p>Pupils should be taught: Life-cycle</p> <p>4.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external.</p> <p>4.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome.</p> <p>4.1.5.3 The different stages in the development of an unborn child in the womb from the moment of conception to birth</p> <p>Fertility</p> <p>4.1.5.4 About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods.</p> <p>4.1.5.5 That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age.</p> <p>4.1.5.6 The negative impact of substance use on both male and female fertility, and those positive life-style choices which maximise fertility.</p>

Theme 2: Created to Love Others

	KS3	KS4 and KS5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.2.1.1. Loyal, able to develop and sustain friendships</p> <p>3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5. Courteous in their dealings with friends and strangers</p> <p>3.2.1.6. Honesty, committed to living truthfully and with integrity</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible.</p> <p>4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context.</p> <p>4.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity.</p> <p>4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness.</p> <p>4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts.</p> <p>4.2.1.6. The importance of honesty and integrity in all forms of communication.</p>

	KS3	KS4 and KS5
Religious understanding of human relationships: loving others	<p>Pupils should be taught:</p> <p>3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church.</p> <p>3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children</p> <p>3.2.2.3. Recognise the spiritual context of the family as a community where members can grow in faith, hope and love.</p> <p>3.2.2.4. How to express love and care for others through acts of charity.</p> <p>3.2.2.5. How to discuss religious faith and personal beliefs with others.</p> <p>3.2.2.6. Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness.</p>	<p>Pupils should be taught:</p> <p>4.2.2.1. Understand what the Church teaches about marriage, and when it is a Sacrament and the distinction between separation, divorce and nullity.</p> <p>4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life.</p> <p>4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving.</p> <p>4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes.</p> <p>4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect.</p> <p>4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship.</p> <p>4.2.2.7. The sanctity of life, and the significance of this concept in debates about abortion.</p>

	KS3	KS4 and KS5
Personal relationships	<p>Pupils should be taught:</p> <p>3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</p> <p>3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.</p> <p>3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</p> <p>3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child.</p>	<p>Pupils should be taught:</p> <p>4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>4.2.3.3. To manage changes in personal relationships including the ending of relationships</p> <p>4.2.3.4. About harassment and how to manage this</p> <p>4.2.3.5. To recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood).</p> <p>4.2.3.7. The nature and importance of marriage; the difference between sacramental and civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support).</p> <p>4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances</p> <p>4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.</p>

	KS3	KS4 and KS5
Personal relationships	<p>Pupils should be taught:</p> <p>3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.</p> <p>3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life.</p> <p>3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.</p>	

Keeping safe, and people who can help me	KS3 Pupils should be taught: Keeping safe 3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'. 3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given. 3.2.4.5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images 3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 3.2.4.7. Recognise the impact that the use of substances has on the ability to make good and healthy decisions	KS4 and KS5 Pupils should be taught: Keeping safe 4.2.4.2. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond 4.2.4.3. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' right to give, not give or withdraw consent. 4.2.4.4. The risks and consequences of legal and illegal substance use including on their ability to make good decisions in relation to sexual relationships. 4.2.4.5. To understand the pernicious influence of gender double standards and victim-blaming. 4.2.4.6. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life). 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.
	KS3	KS4 and KS5

<p>Keeping safe, and people who can help me</p>	<p>People who can help me</p> <p>4.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them.</p>	<p>People who can help me</p> <p>4.2.4.8. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement.</p> <p>4.2.4.9. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people.</p> <p>4.2.4.10. Where and how to obtain sexual health information, advice and support.</p> <p>4.2.4.11. About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy.</p>
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Theme 3: Created to Live in Community (Local, National and Global)

	KS3	KS4 and KS5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally.</p> <p>3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally.</p> <p>3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally.</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are wellinformed.</p> <p>4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life.</p> <p>4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails.</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>3.3.2.1. To discuss moral questions in a balanced and well informed way.</p> <p>3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all.</p>	<p>Pupils should be taught:</p> <p>4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas.</p> <p>4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation.</p>

	KS3	KS4 and KS5
Living in the wider world	<p>Pupils should be taught:</p> <p>3.3.3.1. The purpose and importance of immunisation and vaccination</p> <p>3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence</p> <p>3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.</p> <p>3.3.3.4. They have responsibilities towards their local, global and national community and creation</p> <p>3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others</p> <p>3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so.</p> <p>3.3.3.7. The potential tensions between human rights, English law and cultural and religious expectations and practices.</p>	<p>Pupils should be taught:</p> <p>4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.3.3.2. To understand and the need to respect others' faith and cultural expectations concerning relationships and sexual activity.</p> <p>4.3.3.3. That extremism and intolerance in whatever forms they take (including honour based violence, FGM, forced marriage) are never acceptable and why</p> <p>4.3.3.4. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.</p> <p>4.3.3.5. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community</p> <p>4.3.3.6. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.</p> <p>4.3.3.7. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support).</p>