

# **ALL HALLOWS RC HIGH SCHOOL**

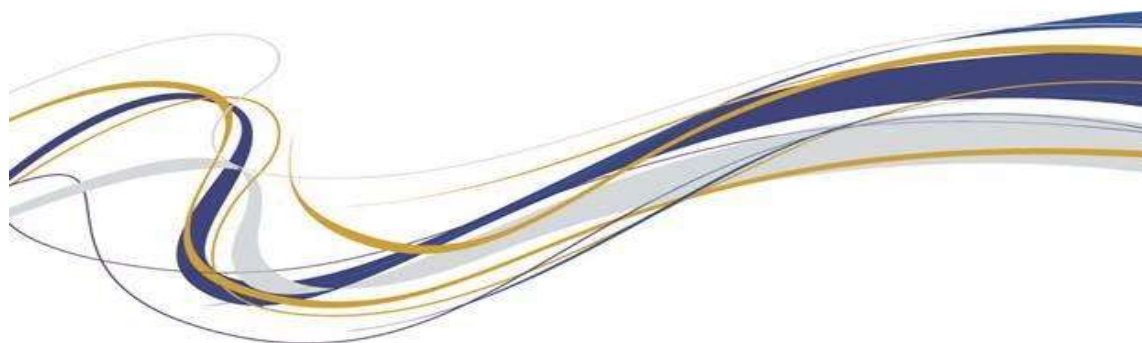


## **RELATIONSHIPS AND SEX EDUCATION POLICY**

**Committee responsible for review: School Effectiveness Committee**

**Created: November 2024**

**Review date: November 2026**



# **Relationships and Sex Education Policy**

## **All Hallows RC High School**

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 relationships and sex education in the school.

### **INTRODUCTION**

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way” <sup>1</sup>. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” <sup>2</sup> This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover the practice of safe sex developing intimate relationships and resisting pressure to have sex (and not applying pressure).” <sup>3</sup>

### **SCHOOL MISSION STATEMENT**

**We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.**

**Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel Values are central to teaching and learning, and in which the unique value of each person is recognised and respected.**

### **POLICY DEVELOPMENT**

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

- Review – a working group of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## **IMPLEMENTATION AND REVIEW OF POLICY**

Implementation of the policy will take place after consultation with the Governors in the Summer term 2021. This policy will be reviewed every year/2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is September 2026.

## **DISSEMINATION**

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

## **DEFINING RELATIONSHIP AND SEX EDUCATION**

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". (The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.)

## **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. This does not apply to academies). These aspects of the RSE curriculum are not eligible for parental withdrawal.

However, the reasons for our inclusion of RSE go further. See Appendix 1.

## **RATIONALE**

**'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'**  
**(Jn.10.10)**

As a Catholic School we are committed to ensuring that our pupils are delivered RSE 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 and support will be provided to help pupils deal with different sets of values.

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 Catholic ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in a 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 Personal Development 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.

## **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 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 AND OBJECTIVES OF THE RSE PROGRAM**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavor to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, In partnership with parents, to provide children and young people with a "positive and prudent sexual education" 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 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.

## **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**

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

## **DELIVERY OF RSE**

At All Hallows, sex and relationships education is delivered through three main teaching subjects, Religious Education, Science and Personal Development, but in accordance with the extract above, is set in a much wider framework, that of the school's general adherence to the Christian principles of care and respect for one another which we aim to propagate through all our activities. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We use guidance from the PSHE association and alongside this, we use faith inspired resources and guidance produced by Ten:Ten which has been recommended by the diocese.

RSE 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
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of our school faith and take into consideration family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **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 must be consulted before this policy is ratified by the governors. They will be able to view the resources used by the school in the RSE programme. Please see Appendix 1 for parent login on Ten:Ten.

Our aim is that every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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 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. The parent/carers will be required to attend a meeting in school with a member of the Senior Leadership Team.

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.

## **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the specific relationships and sex education programme lays with Mrs J Perkins (Senior Leadership), Mrs J Hobin (PD Lead), Mrs L Shepherd (Religious Education lead) Mr M Beacom (Science Lead). 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 school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'<sup>4</sup>. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### **Governors**

- Ratify the RSE policy, after consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that 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. Our link governor is Nicola Johns.
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within SMVSC (Spiritual, moral, vocational, social and cultural development).

### **HEAD TEACHER**

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

### **PD/RSE CO-ORDINATOR**

The co-ordinator with the Head teacher 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. (They may be supported by the SLT line manager and the member of staff with responsibility for child protection).



## **ALL STAFF**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

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

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PD classes will link to/complement learning in those areas identified in the RSE audit.

## **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

## **CONTROVERSIAL OR SENSITIVE ISSUES**

There will always be sensitive or controversial issues in the field of RSE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail).

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

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such

discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, child protection officer or head teacher, but that the pupils would always be informed first that such action was going to be taken.

## **MONITORING AND EVALUATION**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## **Appendix 1 TEN:TEN Overview and Parent Login**

We are delighted to announce that our school is participating in a brand-new Relationship Education programme for Catholic primary schools, titled **Life to the Full**. You may hear your child coming home talking about this and we want to give you a brief overview of this new and ambitious programme.

The **Life to the Full** programme is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

**Life to the Full** is much more than a series of lessons. It is an entire platform of creative resources that will engage, inform and inspire our children and, indeed, you as parents. This includes interactive video content, story-based

activities, employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

In addition, there will be an online parent platform so that you, as parent and carers, can engage with the teaching and deepen the experience for your child. To access the online parent platform please visit:

[www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)

**Username: opp-hallows-6**

**Password: rse-parent-red**

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

One Page Overview:

## Overview

Life to the Full Secondary

Class	RE, PSHE or Tutor Time							Whole Year		
Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All		
Sub themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living In The Wider World	Cinema In Education		
Sessions per programme	<b>Session 1</b> 50 minutes or 2 x 25-minutes or 2 x 50-minutes	<b>Session 2</b> 50 minutes or 2 x 25-minutes or 2 x 50-minutes	<b>Session 3</b> 50 minutes or 2 x 25-minutes or 2 x 50-minutes	<b>Session 4</b> 50 minutes or 2 x 25-minutes or 2 x 50-minutes	<b>Session 5</b> 50 minutes or 2 x 25-minutes or 2 x 50-minutes	<b>Session 6</b> 50 minutes or 2 x 25-minutes or 2 x 50-minutes	<b>Session 7</b> 50 minutes or 2 x 25-minutes or 2 x 50-minutes	<b>Session 1</b> Whole or half-year groups	<b>Session 2</b> Whole or half-year groups	<b>Session 3</b> Whole or half-year groups
<b>Year 7</b>	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family and Friends	My Life on Screen	Living Responsibly	Facts of Life	Seeking and Offering Support	Looking in the Mirror
<b>Year 8</b>	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble with Max	Trust the Truth – Part One	Trust the Truth – Part Two
<b>Year 9</b>	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility And Contraception	Marriage Updated: Feb 2023	One Hundred Percent	Knowing My Rights and Responsibilities Updated: Feb 2023	Love, Honour, Cherish	The Gift of Sex	The Gift of Self
<b>Year 10</b>	Authentic Freedom	Self-Image	Beliefs, Values, Attitudes	Parenthood	Pregnancy and Abortion	Abuse	Solidarity	Babies	Responding to an Unexpected Pregnancy	Safe Sex or Save Sex?

Class	RE, PSHE or Tutor Time							Whole Year		
Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All		
Sub themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living In The Wider World	Cinema In Education		
<b>Year 11</b>	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control	Truth and Lies	Truth or Lies – Part One	Truth or Lies – Part Two

Scheme Of Work:

## Year 7

	Core Theme	Session Title	Description
<b>Session 1</b>	Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
<b>Session 2</b>	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
<b>Session 3</b>	Emotional Well-Being	Healthy Inside And Out	Thinking about self-esteem helps us consider its impact and how to nurture it.
<b>Session 4</b>	Life Cycles	Where We Come From	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
<b>Session 5</b>	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
<b>Session 6</b>	Keeping Safe	My Life on Screen	Online lives need safeguarding, just like in real life.
<b>Session 7</b>	Wider World	Living Responsibly	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

## Year 8

	Core Theme	Session Title	Description
<b>Session 1</b>	Religious Understanding	Created and Chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
<b>Session 2</b>	My Body	Appreciating Differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
<b>Session 3</b>	Emotional Well-Being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
<b>Session 4</b>	Life Cycles	Before I Was Born	Contemplating life in the womb reveals that it is both beautiful and fragile.
<b>Session 5</b>	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
<b>Session 6</b>	Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
<b>Session 7</b>	Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

## Year 9

	Core Theme	Session Title	Description
<b>Session 1</b>	Religious Understanding	The Search for Love	The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
<b>Session 2</b>	My Body	Love People, Use Things	Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
<b>Session 3</b>	Emotional Well-Being	In Control of My Choices	Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
<b>Session 4</b>	Life Cycles	Fertility and Contraception	Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex.
<b>Session 5</b>	Personal Relationships	Marriage	Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
<b>Session 6</b>	Keeping Safe	One Hundred Percent	Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
<b>Session 7</b>	Wider World	Knowing My Rights and Responsibilities	The reality of sexual exploitation brings to light our human rights and responsibilities.

## Year 10

	Core Theme	Session Title	Description
<b>Session 1</b>	Religious Understanding	<a href="#">Authentic Freedom</a>	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
<b>Session 2</b>	My Body	<a href="#">Self-Image</a>	Understanding our dignity allows us to appreciate our bodies in the right way.
<b>Session 3</b>	Emotional Well-Being	<a href="#">Beliefs, Values, Attitudes</a>	Making good moral choices depends on building confidence, integrity and understanding.
<b>Session 4</b>	Life Cycles	<a href="#">Parenthood</a>	While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
<b>Session 5</b>	Personal Relationships	<a href="#">Pregnancy and Abortion</a>	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
<b>Session 6</b>	Keeping Safe	<a href="#">Abuse</a>	Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
<b>Session 7</b>	Wider World	<a href="#">Solidarity</a>	Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.

## Year 11

	Core Theme	Session Title	Description
<b>Session 1</b>	Religious Understanding	<a href="#">Self-Worth</a>	This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
<b>Session 2</b>	My Body	<a href="#">Addiction</a>	In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
<b>Session 3</b>	Emotional Well-Being	<a href="#">Eating Disorders</a>	This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
<b>Session 4</b>	Life Cycles	<a href="#">Birth Control</a>	This session holds fertility up as a precious gift to be protected, nurtured and valued.
<b>Session 5</b>	Personal Relationships	<a href="#">Pornography</a>	This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
<b>Session 6</b>	Keeping Safe	<a href="#">STIs</a>	In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
<b>Session 7</b>	Wider World	<a href="#">Coercive Control</a>	In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.