

 <p>Mayfield</p>	<p>Policy Name: <b>Relationship, Sex, and Health Education (RSHE) Policy</b></p> <p>Owner: Head of Pastoral and Head of RE</p> <p>Date Last Reviewed: September 2024      Date of next Review: September 2025</p> <p>Policy revised as regulations or review demands</p>
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## 1. Policy Statement

### 1.1 Vision and Mission

At Mayfield School, we are committed to providing a holistic education rooted in the teachings of the Catholic Church. Our Relationship, Sex, and Health Education (RSHE) programme aims to foster students' development in physical, spiritual, emotional, moral, social, and intellectual dimensions. We strive to nurture sound relationships, respect for oneself and others, and an understanding of the context in which loving, intimate relationships are best formed.

### 1.2 Catholic Ethos

Our RSHE curriculum is grounded in the belief that each person is a unique and beloved child of God. We emphasise the dignity of every human being, the importance of stable, loving relationships, and the integral role of sexuality within these relationships. The programme promotes the virtues of respect, integrity, charity, and compassion, ensuring that students develop a deep understanding of the value of human life and relationships as taught by the Catholic Church.

## 2. Aims and Objectives

### 2.1 Core Aims

#### What is RSHE and How is it delivered?

Relationships and Sex Education (RSHE) at Mayfield School is a key part of our commitment to the emotional, social, and cultural development of our students. RSHE aims to equip young people with the knowledge, skills, and values they need to make informed and responsible decisions about their relationships, health, and well-being, both now and in the future. Rooted in the Catholic faith, our RSHE curriculum emphasises respect for human dignity and the development of strong, healthy relationships in the context of moral and ethical responsibility.

The RSHE programme at Mayfield School aims to:

- Educate students about the Catholic Church's teachings on relationships and sexuality.
- Promote the development of healthy, respectful relationships both offline and online.
- Equip students with the knowledge and skills to make informed decisions regarding their health and well-being.
- Foster a sense of self-worth, dignity, and respect for others.
- Prepare students for the responsibilities of adult life, including marriage and family life, in accordance with Church teachings.

RSHE covers a wide range of topics essential to personal growth and development.

These include:

- **Families:** Understanding the diverse structures and roles within families and the importance of love, respect, and responsibility in family life.
- **Respectful Relationships, including Friendships:** Promoting positive, healthy relationships built on mutual respect, trust, and communication. This includes understanding the dynamics of friendships, peer relationships, and romantic relationships.
- **Staying Safe:** Equipping students with the knowledge to protect themselves in various contexts, including personal safety, recognising inappropriate behaviours, and understanding consent. This also includes learning about safe online interactions.
- **Behaviour Online and in the Media:** Teaching students about the impact of digital behaviour, social media, and online communication on personal relationships and self-esteem. Students learn about their digital footprint, online privacy, and the risks associated with harmful online content.
- **Leading Healthy Lifestyles:** Encouraging students to adopt healthy physical and mental habits, including balanced nutrition, exercise, and emotional well-being. This also includes discussions on the dangers of substance misuse, smoking, and alcohol.
- **Diversity:** Promoting an understanding and appreciation of diversity in society, including differences in race, culture, religion, gender, and sexual orientation. Students are taught to value inclusivity and to challenge prejudice and discrimination.
- **Personal Identity:** Helping students explore their own identity, self-esteem, and confidence, while fostering resilience and self-respect. This includes discussions on gender identity, body image, and the importance of self-acceptance.
- **Intimate Sexual Relationships, including Sexual Health:** Providing accurate and age-appropriate information about sexual health, including contraception, sexually transmitted infections (STIs), and the emotional aspects of intimate relationships. This is taught in a way that aligns with Catholic values, emphasising the sanctity of marriage and responsible sexual behaviour.
- **Sexuality:** Offering guidance on understanding sexual orientation, personal identity, and sexual relationships within the context of respect for others and oneself. This is taught in a manner consistent with Catholic teachings, ensuring that students are equipped to navigate the complexities of sexuality with dignity and responsibility.

## 2.2 Specific Objectives

Students are guided to:

- Understand and appreciate the gift of human sexuality and fertility.
- Recognise and respect the dignity of every human being.
- Develop personal and social skills that promote healthy relationships and responsible behaviour.
- Understand the physical and psychological changes during puberty.
- Learn about the importance of marriage and family life within the context of Catholic teachings.

## 3. Statutory Curriculum Requirements

### 3.1 Legal Requirements

In line with the Department for Education (DfE) guidance on Relationships Education, Relationships and Sex Education (RSHE), and Health Education (2019, updated 2021), Mayfield School provides education covering the following:

- **Relationships Education:** Teaching the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships, and relationships with other children and with adults.

- **Sex Education:** Providing information on human sexuality, conception, and the responsibilities of parenthood, in line with the moral teachings of the Catholic Church.
- **Health Education:** Addressing the physical and mental aspects of well-being, including puberty, body image, emotional health, and safety in relationships.

These requirements are listed in **Appendix A** to this Policy.

### 3.2 Catholic Perspective on Statutory Education

While Mayfield School adheres to DfE requirements, we approach topics from a Catholic perspective, emphasising the dignity of the human person and the sanctity of marriage and family life. This includes:

- **Marriage:** Teaching the Church's view of marriage as a sacramental union between one man and one woman, while acknowledging the legal framework within which students live.
- **Sexuality and Gender:** Discussing issues related to sexuality and gender within the context of the Church's teachings on human dignity, encouraging respect, understanding, and compassion for all individuals.
- **Contraception and Family Planning:** Providing information on natural family planning in accordance with Catholic doctrine, while educating students on the legal availability of contraceptive methods without endorsing them.

#### 3.2.1 Mayfield RSHE in a Catholic Context

As a Catholic school, our goal is to provide Relationships and Sex Education (RSHE) that contributes to the development of self-image, respect, and love for others, all within the framework of Catholic teaching. It is crucial that students are equipped with the knowledge and understanding of reproductive processes, the risks associated with sexual activity, and the impact of such activity on relationships. Our students are given information that enables them to make informed decisions, all while grounding these discussions in Gospel values.

It is not enough to focus solely on the biological aspects of sex education. We aim to foster a deeper understanding and appreciation of Christian values, and how these values can inform moral principles and actions. RSHE is placed firmly within the context of broader issues, including human relationships and our relationship with God. Educating students' consciences and allowing them to develop the skills to make informed moral choices is a key element of the course.

We recognise the challenges of balancing adherence to the moral teachings of the Church with sensitivity to the diverse realities of our students' lives. While we uphold the Church's teachings on sexual activity within the context of married love, our approach is non-judgemental toward individuals whose lifestyles or family circumstances may not align with Church teachings.

### 3.3 Curriculum Coverage

The RSHE curriculum at Mayfield School covers three interrelated components:

- **Attitudes and Values:** Instilling Catholic values such as respect for human life, the importance of stable relationships, and the virtues of chastity, fidelity, and integrity.
- **Knowledge and Understanding:** Providing factual knowledge about human development, sexuality, and reproductive health, integrated with the moral teachings of the Church.
- **Personal and Social Skills:** Developing students' abilities to form healthy relationships, make responsible decisions, and respect the dignity of themselves and others.

### 3.4 Equalities Obligations

In line with the Equality Act 2010, Mayfield School ensures that the RSHE curriculum is inclusive and does not discriminate against students based on disability, gender, race, religion, sexual orientation, or any other protected characteristic. All students, regardless of background or belief, will be treated with dignity and respect.

## 4. Curriculum Content

### 4.1 Age-Appropriate Learning

The RSHE curriculum is designed to be progressive and developmental, ensuring that content is age-appropriate and builds on prior knowledge as students advance through the school. Topics include:

- **Key Stage 3:** Understanding puberty, personal hygiene, and the basics of human reproduction.
- **Key Stage 4:** Exploring relationships, consent, contraception, and the importance of marriage and family life.
- **Key Stage 5:** Developing a deeper understanding of sexual ethics, the sanctity of life, and the Catholic perspective on relationships and sexuality.

### 4.2 Cross-Curricular Integration

The statutory government requirements for PSHE, which include health education and relationships, are covered both through RSHE and the Personal Development curriculum. RSHE is integrated across the curriculum, particularly within Religious Education (RE), Science, and Personal, Social, Health, and Economic (PSHE) education. This ensures a consistent message is delivered, reflecting the Catholic understanding of human love and relationships. Personal Development addresses essential life skills such as personal hygiene, mental and physical health, and relationships, ensuring students' moral, social, and emotional growth. This holistic approach equips students with the necessary knowledge and skills to navigate modern life safely and responsibly.

## 5. Teaching Methods

### 5.1 Inclusive and Differentiated Teaching

All RSHE lessons are inclusive and sensitive to the diverse needs of students, including those with special educational needs and disabilities (SEND). The curriculum is designed to respect the dignity and individuality of each student, ensuring that all students can access and benefit from the programme, regardless of their abilities or background.

Certain biological aspects of RSHE are taught within the Science curriculum, while other components are integrated into Religious Education (RE), Sixth Form General RE curricula, and Life Skills Days. Cross-curricular connections reinforce learning, promoting a holistic understanding of relationships, health, and well-being.

In addition, trained health professionals, external providers, and independent experts deliver standalone sessions on specialised RSHE topics. These sessions complement classroom lessons and are further supported by Tutor Time, Year Group Assemblies, Whole School Assemblies, Liturgies, Life Skills Days, and discussions within Boarding Houses.

### 5.2 Pedagogical Approaches

A variety of teaching methods are employed to actively engage students and encourage critical thinking. These methods include:

- **Discussions:** For open dialogue and exploration of perspectives.
- **Group Work:** To promote collaboration and peer learning.
- **Role-play:** To help students practice real-life scenarios and develop interpersonal skills.
- **Reflective Exercises:** To encourage students to reflect on their personal values, experiences, and learning.

These approaches create a dynamic learning environment, where students feel safe discussing sensitive topics.

The RSHE course draws on a wide range of traditional and online resources, including the most up-to-date teaching materials produced by Hodder Education, in line with the 2020 Statutory Guidance “Explore PSHE” textbooks for Key Stages 3 and 4. These materials ensure that students receive relevant and accurate information, while promoting an engaging and dynamic learning environment.

Each teacher works with a specific group of students in the Lower and Middle Schools, guiding the same group through their linear RSHE unit. This structure fosters continuity of discussion and trust within the group, providing a safe and supportive environment for honest questions and answers. The consistency of having the same teacher throughout the unit allows students to develop a deeper connection and feel more comfortable engaging with sensitive topics.

### **5.3 Year-by-Year Structure**

#### **Year 7: Foundations of RSHE**

In Year 7, students are introduced to RSHE as part of Tutor Time sessions, personal development and RE lessons. These foundational lessons focus on personal and social development, helping students understand their physical, emotional, and social growth. Topics include:

1. The whole of me – body and soul
2. Being a good friend
3. Emotional Wellbeing and resilience
4. Personal Hygiene
5. Menstruation
6. Dental care
7. Bras and Sports bras
8. Sleep
9. Hair, headlice and body hair.

These topics establish the core knowledge and skills that prepare students for more advanced discussions in later years.

#### **Year 8: Health, Influences, and Substance Awareness**

In Year 8, the focus shifts to understanding external influences on health and well-being, including media, substances, and legal issues. Students cover topics such as:

1. Advertising and influencers
2. Caffeine and energy drinks
3. Tobacco and vaping
4. Legal drugs
5. Illegal drugs
6. Drugs and the law.

These lessons help students make informed decisions about their health, while understanding the societal impacts of drugs and media. The lessons are taught by a specialist teacher who takes the class through the entire programme, ensuring continuity and depth in the students' learning experience. This approach allows the teacher to build rapport with the students, providing a consistent and safe environment for discussing these important and sometimes challenging topics. By guiding the same group of students through the curriculum, the specialist teacher can ensure that each lesson builds on the previous one, creating a cohesive and comprehensive understanding of the issues at hand.

#### **Year 9: Relationships, Values, and Personal Development**

In Year 9, students delve deeper into personal relationships, societal roles, and individual values.

They explore themes such as:

1. Dealing with other people – unconscious bias and personality types
2. Masculinity, toxic masculinity, and misogyny; femininity and toxic femininity
3. Cornerstones – values
4. Developing relationships – friendships and dating
5. Relationships: marriage and cohabitation
6. Relationships: parenthood – responsibility and selflessness.

These topics build on students' understanding of relationships and encourage critical reflection on personal and societal values. The lessons are delivered by designated RSHE teachers who keep their class throughout the programme. This approach fosters continuity, allowing the teachers to build a strong relationship with the students, providing a safe and supportive environment for exploring complex and sensitive issues. By maintaining the same class, the teachers are able to ensure that discussions progress naturally, building on previous lessons and deepening students' understanding of relationships, values, and personal development.

### **Year 10: Sexual Health, Intimacy, and Consent**

In Year 10, students engage in focused discussions on sexual health, personal boundaries, and consent. Lessons are delivered in small group discussions led by specialist teachers and pastoral staff, providing a safe and supportive environment for sensitive conversations. For this year, sessions will take place in **St. Raphael's Wellness Centre** and **St. Gabriel's Common Rooms**, ensuring a comfortable and private setting where students can openly explore these important topics. Topics include:

1. Setting sexual standards
2. Sexual health
3. Intimacy and emotional well-being in relationships.

These discussions encourage students to think critically about their choices, understand the importance of sexual health, and set personal boundaries within intimate relationships.

### **Year 11: Gender Identity, Equality, and Relationships**

In Year 11, the curriculum addresses more advanced and sensitive topics, preparing students for adult life and relationships. These lessons are taught from a Catholic faith perspective, emphasising respect for the dignity of every person. Topics include:

1. Gender Identity  
Understanding gender identity and its complexities, within the context of Catholic teachings on respect and dignity.
2. Different Types of Relationships  
Exploring various types of relationships, including romantic, familial, and friendships, with a focus on the Catholic perspective on marriage and family life.
3. LGBTQ and The Equality Act  
Educating students about LGBTQ rights and the legal protections provided by the Equality Act, while promoting respect for all individuals in line with Catholic values of compassion and justice.
4. Homophobia and Transphobia  
Identifying and addressing homophobia and transphobia, teaching students to challenge discrimination and promote tolerance.
5. Abuse in Relationships  
Recognising the signs of emotional, physical, and sexual abuse in relationships, and understanding the importance of building respectful, healthy relationships.

This final year prepares students for adult relationships, fostering a deep understanding of respect, equality, and compassion, while remaining grounded in Catholic teachings.

## Year 12 and 13: Advanced Understanding of Relationships, Fertility, and Ethical Choices

In **Year 12 and 13**, the RSHE curriculum takes on a more advanced and comprehensive approach, preparing students for adulthood and the responsibilities that come with it. The lessons are taught with a strong foundation in **Catholic teachings**, emphasising respect for human dignity, the sanctity of life, and the moral considerations surrounding fertility, conception, and relationships. Students are encouraged to engage in thoughtful reflection on these important topics while considering the ethical implications grounded in the **Catholic ethos**.

Students focus on **Conception, Fertility, and Pregnancy Choices** over several lessons. The curriculum is structured to provide a deep understanding of how conception occurs, fertility challenges, and the moral and ethical choices surrounding pregnancy.

- **Conception, Fertility, and Pregnancy Choices 1 & 2:** These sessions cover the biological and emotional aspects of conception and fertility, while reinforcing the Catholic perspective on the sanctity of life and the moral responsibilities associated with these topics.
- **Natural Fertility 1 & 2:** Students explore natural fertility awareness methods, aligning with Catholic teachings that promote responsible family planning without artificial contraception.
- **Baby Whispering:** This lesson introduces students to early child-rearing concepts and parenting approaches, fostering an understanding of care and responsibility toward new life.

By exploring these topics, students gain not only scientific knowledge but also a **faith-based moral framework** that emphasises the value of life, responsible parenthood, and ethical decision-making.

The curriculum further extends into **cycle management and pregnancy outcomes**, reflecting the complexities and realities of reproductive health.

- **Managing My Cycle/Apps:** This lesson equips students with knowledge about managing menstrual cycles and tracking fertility using modern technologies. Students learn about Catholic-approved natural family planning methods.
- **Conception: The Next 10 Months:** Students gain insight into the journey of pregnancy, from conception to birth, learning about the developmental stages and the responsibilities of parenthood, framed within the Catholic view of the sacredness of life.
- **Unsuccessful Pregnancy:** Sensitive discussions are held around miscarriage and pregnancy loss, offering a **compassionate Catholic perspective** on grief, healing, and the sanctity of every life.
- **Dealing with Infertility:** This lesson focuses on the challenges and emotional struggles of infertility, emphasising the Church's teaching on moral responses and the dignity of all life.
- **Night Out/Legal Consequences:** The importance of making responsible decisions in social settings is highlighted, with discussions on how actions such as alcohol misuse can impact one's future, health, and legal standing, within a moral and ethical context.

In the Spring term, students address topics related to **Organ and Stem Cell Donation**. This block focuses on the Catholic Church's teachings on **selflessness and the gift of life**, encouraging students to think critically about ethical decisions around organ donation and medical advancements.

- **Organ and Stem Cell Donation:** This session explores the moral and ethical considerations surrounding organ and stem cell donation. Students are taught about the value of life and self-sacrifice, learning how these acts of generosity align with the Catholic principles of **compassion, altruism, and respect for human dignity**.

Through these thoughtfully designed lessons, students are encouraged to approach complex and sensitive issues with **empathy, responsibility, and a deep respect for Catholic values**. The programme ensures that students leave equipped with both the **scientific knowledge and moral compass** necessary to navigate adulthood and relationships in a manner consistent with their faith.

## 5.4 Continuity and Specialist Teaching

Throughout Years 7 to 11, RSHE lessons are taught by a designated group of teachers who provide continuity and consistency in their approach. Specialist teachers are introduced in the later years to ensure that sensitive topics are handled with expertise. This structured, progressive approach ensures that students build on their knowledge year by year and are well-prepared for the responsibilities of adult life and relationships.

## 6. Safeguarding and Confidentiality in RSHE

Teachers understand that effective RSHE, which fosters an understanding of healthy relationships, can sometimes lead to the disclosure of **child protection concerns**. In such cases, teachers consult with the **Designated Safeguarding Lead** (or, in their absence, the Deputy).

### 6.1 Safeguarding Protocols

All RSHE teaching is conducted within the framework of the School's Safeguarding Policies. Teachers are trained to handle sensitive topics with care and to follow safeguarding procedures if concerns arise.

### 6.2 Confidentiality

While fostering an open environment for discussion, teachers will ensure that students understand the limits of confidentiality, particularly in cases where there is a concern for a student's safety or well-being.

## 7. Contribution of RSHE to the Wider School Ethos

The RSHE curriculum at Mayfield contributes significantly to the **Life Skills Programme**, ensuring that students:

- Develop confidence in talking, listening, and thinking about feelings and relationships.
- Recognise and respond to the characteristics of healthy, positive friendships, and understand the need for consent and boundaries in all types of relationships, including online interactions. They are informed about laws concerning sexual consent, coercion, abuse, grooming, and the ability to recognise signs of these behaviours.
- Are aware of the potential for sexual pressure and manipulation, understanding the importance of zero tolerance for sexual violence or harassment, which should not be dismissed as 'banter' or 'joking.'
- Understand how relationships evolve, from friendships to intimate relationships, and the values of respect, trust, loyalty, and consent that underpin these relationships.
- Appreciate the benefits of committed, stable relationships, particularly within the context of marriage, while understanding other forms of relationships.
- Are able to seek help and advice regarding relationships, gender identity, and sexual health.
- Learn about the risks of media and online portrayals of relationships and their potential impact on future connections.
- Gain knowledge about reproductive health, including the menstrual cycle, fertility, and contraceptive choices (including abstinence) and their effects on mental and physical well-being.
- Are aware of STI risks, symptoms, and the importance of cervical cancer screening.
- Understand their online responsibilities and the risks of harmful content. They are taught about the unhealthy comparisons created by unrealistic online portrayals and the dangers of forming superficial or dangerous virtual relationships.
- Understand the link between drugs, alcohol, and behaviour that puts themselves and others at risk.
- Gain a comprehensive understanding of legal matters such as consent, privacy, harassment, and the consequences of sharing intimate images, pornography, substance abuse, and involvement in harmful activities like County Lines and radicalisation.



RSHE is delivered within the context of Gospel teachings and the moral guidance of the Catholic Church, ensuring that the values of mutual respect and human dignity are central to every lesson.

To ensure an open dialogue, students can submit anonymous questions via a note box outside the RSHE Coordinator's classroom, identifying only their year group.

All staff teaching RSHE are supported by the Head of Life Skills Department and the Deputy Head. At the start of each unit, tutor groups establish a class agreement that sets boundaries for discussion, promoting a respectful and sensitive environment for different experiences and perspectives.

RSHE lessons in the Life Skills Programme complement learning in Science, Religious Education, and across the broader curriculum.

## **8. Working with Parents and the Wider Community**

### **8.1 Parental Involvement**

We recognise that parents are the primary educators of their children, particularly in matters of relationships and sexuality. Mayfield School is committed to working in partnership with parents, providing them with information about the RSHE curriculum and opportunities for consultation. Parents are invited to review the Policy annually. They are also encouraged to participate in workshops to support their children's learning at home. Additionally, a webinar is held to discuss the Policy with parents and gather their feedback.

### **8.2 Community Engagement**

The RSHE programme is supported by collaboration with the wider community, including healthcare professionals, chaplaincy services, and external organisations. These partnerships enrich the curriculum and ensure students receive comprehensive and accurate information.

## **9. The Right to Withdraw**

- Parents or carers have the right to withdraw their children (up to and until three terms before the child turns 16) from all or part of the sex education component of the RSHE curriculum, except for parts included in the National Curriculum for Science.
- The sex education component of the RSHE curriculum covers aspects related to "Intimate Sexual Relationships, including sexual health" (**Part of Appendix A, as per DfE requirements**).
- After this point, it is the student's choice whether to participate. There is no right to withdraw from Relationships Education or Health Education.
- Students cannot be legally withdrawn from the sex education content taught as part of the statutory Science curriculum. They may only be withdrawn from the sex education elements that fall within the RSHE curriculum.
- Requests to withdraw will be granted unless exceptional circumstances exist.
- The appropriate member of the Leadership Team will discuss the request with the parents/carers and, where appropriate, with the student to:
  - Clarify their wishes.
  - Explain the intended benefits of the RSHE curriculum.
  - Outline the potential risks of withdrawing, including the social and emotional risks, and the possibility of hearing about these topics from peers instead of qualified adults.
- When a student is withdrawn from the non-statutory areas of sex education, they will be provided with alternative work.

## **10. Staffing of RSHE**

RSHE is delivered by a dedicated team of staff. This group works collaboratively to select and create resources, coordinate and update content, adapt materials as necessary, and discuss best practices to enhance the delivery of the curriculum.

## **11. Roles and Responsibilities**

### **11.1 Governing Body**

The Governing Body is responsible for ensuring the RSHE Policy is in line with Catholic teachings and statutory requirements. They will review and approve the Policy annually.

### **11.2 Headmistress and RSHE Coordinator**

The Headmistress, supported by the RSHE Coordinator, is responsible for the implementation of the RSHE Policy. This includes ensuring staff are trained and the curriculum is delivered effectively.

### **11.3 All Staff**

All staff have a role in supporting the RSHE programme. They are expected to model the values taught in RSHE and to contribute to the holistic education of students.

## **12. Monitoring and Evaluation**

### **12.1 Policy Review**

This policy will be reviewed annually by the Headmistress, RSHE Coordinator, and Governing Body. Feedback from students, parents, and staff will inform any necessary revisions.

### **12.2 Curriculum Evaluation**

The effectiveness of the RSHE curriculum will be evaluated through student assessments, feedback, and consultation with the school community. Adjustments will be made to ensure the curriculum remains relevant and effective.

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## **Bibliography**

1. **Department for Education.** *Relationships Education, Relationships and Sex Education (RSHE), and Health Education.* 2019, updated 2021. Available at:  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education>

# RSHE and Personal Development Curriculum 2024-2025

30/40min of Lessons per week – PowerPoints, Resources, Assessment sheets and Lesson Plans

## Year 7

### **RSHE**

- 7.1 The whole of me – body and soul
- 7.2 Being a good friend – transitions, new friendships, school/life balance
- 7.3 Building resilience, dealing with problems, managing negative influence

### **Personal Development**

- 7.4 Personal Hygiene
- 7.5 Menstruation
- 7.6 Dental Care
- 7.7 Bras and Sports bras
- 7.8 Sleep
- 7.9 Hair, headlice and body hair

## Year 8

### **RSHE and Personal Development**

- 8.1 Advertising and influencers
- 8.2 Caffeine and energy drinks
- 8.3 Tobacco and vaping
- 8.4 Legal drugs
- 8.5 Illegal drugs
- 8.6 Drugs and the law

## Year 9

### **RSHE and Personal Development**

- 9.1 Dealing with other people – unconscious bias and personality types
- 9.2 Masculinity, toxic masculinity, and misogyny; femininity and toxic femininity
- 9.3 Cornerstones – values
- 9.4 Developing relationships – friendships and dating
- 9.5 Relationships: marriage and cohabitation
- 9.6 Relationships: parenthood – responsibility and selflessness

## Year 10

### **RSHE and Personal Development**

Small friendship groups covering:

- 10.1 Setting sexual standards
- 10.2 Sexual health
- 10.3 Intimacy and emotional well-being in relationships

# RSHE and Personal Development Curriculum 2024-2025

30/40min of Lessons per week – PowerPoints, Resources, Assessment sheets and Lesson Plans

Year 11

Year 12 and 13

## **RSHE**

- 11.1 Gender Identity  
Understanding gender identity and its complexities, within the context of Catholic teachings on respect and dignity.
- 11.2 Different Types of Relationships
- 11.3 LGBTQ and The Equality Act
- 11.4 Homophobia and Transphobia
- 11.5 Abuse in Relationships –  
importance of building respectful, healthy relationships.

## **RSHE**

- Conception, Fertility, and Pregnancy Choices 1 & 2
- Natural Fertility 1 & 2:
- Conception: The Next 10 Months
- Managing My Cycle/Apps
- Baby Whispering: This lesson introduces students to early child-rearing concepts and parenting approaches, fostering an understanding of care and responsibility toward new life.
- Unsuccessful Pregnancy
- Dealing with Infertility
- Night Out/Legal Consequences
- Organ and Stem cell donation

## **Appendix A**

### **Appendix A Government Statutory Requirements for RSHE Teaching**

#### **FAMILIES**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

#### **RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS**

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
  - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict;
  - reconciliation and ending relationships, this includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

#### **ONLINE MEDIA, INCLUDING INTERNET SAFETY AND HARMS**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

### **THE CHANGING ADOLESCENT BODY**

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

### **INTIMATE SEXUAL RELATIONSHIP, INCLUDING SEXUAL HEALTH**

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **BEING SAFE**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice, for example family, school or other sources.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.

### **THE LAW**

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'County Lines' drugs operations)
- hate crime
- female genital mutilation (FGM).

### **MENTAL WELLBEING**

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **INTERNET SAFETY AND HARMS CONNECTED TO MENTAL WELLBEING**

- That for most people the internet is an integral part of life and has many benefits.

- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **PHYSICAL HEALTH AND FITNESS**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.
- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- About the science relating to blood, organ and stem cell donation.

### **MENSTRUATION**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of Students in designing this content.

### **HEALTHY EATING**

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **MAINTAINING HEALTH AND PREVENTION OF ILLNESS**

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.



- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) the benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **DRUGS ALCOHOL AND TOBACCO**

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so).

### **BASIC FIRST AID**

- How to make a clear and efficient call to Emergency Services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries
- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.