



Grays Convent  
HIGH SCHOOL

RELATIONSHIPS, SEX AND HEALTH  
EDUCATION POLICY  
FROM C.E.S POLICY

[HTTPS://CATHOLICEDUCATION.ORG.UK/SCHOOLS/RELATIONSHIP-SEX-  
EDUCATION](https://catholiceducation.org.uk/schools/relationship-sex-education)

**This Policy was adopted by the Governing Body Summer 2023  
This Policy will be reviewed in Summer 2024**

## **SCHOOL MISSION STATEMENT**

At Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships, sex and health education in the school.

At the start of the summer term of 2021, guidance from the Department for Education for Relationships Education, Relationships and Sex Education (RSE) and Health Education became mandatory for all Schools, including Catholic Schools.

### **Consultation that took place in creating this policy**

- pupil consultation/ school council
- parental consultation
- review of RSHE curriculum content with the wider school community e.g. SENCO, R.E & Science team
- consultation with school governors

### **Implementation and Review of Policy**

Implementation of this policy will take place in the school year following consultation with the Governing body each summer term .

This policy will be reviewed every year by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff.

### **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 . Details of the content of the RSE curriculum will also be published on the school's website.

## **DEFINING RELATIONSHIP AND SEX EDUCATION**

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 themselves 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 of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools we

build on this foundation with the intention that RSHE 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 contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”<sup>3</sup>

1 Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

2 Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

3 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

## **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 in the National Curriculum for Science.)

**This information can be found here :**

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-4>

## **STATUTORY CONTENT FOR SECONDARY SCHOOLS:**

A full outline of the statutory content of any RSHE programme can be found here :

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

**As a summary, by the end of secondary school:**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

### **Families**

Pupils should know:

- 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**

Pupils should know:

- 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 and media**

Pupils should know:

- 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

**This is also outlined in our online safety policy on our website :**

<https://static1.squarespace.com/static/629dc7b3307b7478337433b2/t/6402108507390d01d06179be/1677856902772/Online%2BSafety%2BPolicy%2B-%2BAutumn%2B2021.pdf>

### **Being safe**

Pupils should know:

- 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

### **Intimate and sexual relationships, including sexual health**

Pupils should know:

- 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils 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)

**However, the reasons for our inclusion of RSE go further...**

## **RATIONALE**

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

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

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

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

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **VALUES AND VIRTUES**

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

## **AIM OF RSE AND THE MISSION STATEMENT**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that 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: In partnership with parents, to provide children and young people with a "positive and prudent sexual education" (Gravissimum Educationis 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**

### **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

**This is in line with policies that we hold on our website, such as the Anti Bullying Policy, Behaviour Policy:**

<https://www.graysconvent.school/policies>

### **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.

**This can be seen in policies that we hold on our website, such as our Equality Policy, Information & Objectives:**

<https://www.graysconvent.school/policies>

The DfE initiative has been welcomed by the Catholic Education Service (CES), who state clearly that, Catholic schools are also required to deliver RSE in accordance with the teaching of the Church. RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education, which seeks to form as well as inform young people in preparation for adult life.

### **BROAD CONTENT OF RSE/ PROGRAMME / RESOURCES**

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.

**This can be seen in Appendix 1 at the end of this policy in relation to the teachings of the Catholic church, and in Appendix 2, in relation to the outline delivery programme in PSHEC**

**Teaching strategies will include:**

- establishing ground rules • distancing techniques • discussion • project learning
- reflection • experiential • active • brainstorming • film & video • group work • role-play
- trigger drawings • values clarification

**Visitors who deliver the RSE curriculum are made aware of our visitors policy, which is discussed before all visits. An example of such an issue may be that whilst Contraception**

may be delivered according to the national curriculum, the R.E team also deliver a lesson on family planning according to the morals of the Catholic church.

<https://static1.squarespace.com/static/629dc7b3307b7478337433b2/t/6405ba668c1a7f5443dbd9a5/1678096999105/RSHE%2BIntro%2BEthos.pdf>

**Learning is assessed using a wide variety of assessment tools including:**

- Baseline assessment
- peer and self-assessment
- teacher led assessment through questioning.
- Formative assessment
- Summative unit assessment

**and common teaching activities incorporating assessment could be :**

- Attitude ranking statements or continuums • Diamond nines • Discussion
- Draw and Write • Formal debate • Graffiti boards/sheets/post-it notes
- Leaflet design • Mind maps • Mock radio or TV interview on a 'hot topic'
- Open questions • Presentations • Quizzes or Questionnaires • Review sheets
- Role play/Scenarios • Sentence stems or rounds • Song/rap, commercial, poem
- Team Challenges e.g. crossing the swamp • The story so far: (where have we got to?)
- Video diary • Word/brainstorm, thought showers

## **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. 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 must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme on request. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders.

Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 , as outlined above, for further details on the right to be excused from sex education (commonly referred to as the right to withdraw)

## **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 the Head of Science, the Head of Religious Education and the Head of PSHEC, Miss Hector, and relevant curriculum staff. 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 'Checklist for External Speakers to Schools', as identified earlier. 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:**

- draw up the RSE policy, in 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;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

**Headteacher:**

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.

**PSHE/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 are supported by the curriculum lead, their assistant head line manager, and the Deputy Headteacher 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 PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc) as identified earlier .

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 PSHE classes will link to/complement learning in those areas identified in the RSE audit and any consultation documents.

**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 matter 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 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 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, 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 annually 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

### Theme 1: Created and Loved by God KS3 KS4 Education in virtue

	Key stage 3	Where covered by Grays Convent	Key stage 4	Where covered by Grays Convent
Education in virtue. In a Catholic school, pupils are growing to be:	3.1.1.1. Respectful of their own bodies, character and giftedness	RE: Yr 7 3A Who am I ?  Science: Yr 7 Cells and reproduction (Puberty)  PSHEC/RAD KS3- Y7 Puberty; Y7:Diet exercise & healthy choices ; Y8 Fat acceptance & body image / Body Image & coping strategies /social media ;Y9 Consent  Core P.E lessons and Interhouse competitions  Mental health champions & breaktime activities	4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity	PSHEC/RAD KS4- Y10 Your mental health; Healthy Lifestyles/healthy hearts; Your changing body, vulval health – the' truth undressed' Y11- Organ donation, Breast examination & screening, HIV &AIDs  Core P.E lessons and Interhouse competitions  Mental health champions & breaktime activities  Science Yr 11: STIs, Puberty & Hormones
	3.1.1.2. Appreciative for blessings	R.E Year 8 Confirmation	4.1.1.2. Appreciative for blessings 4.1.1.3. Grateful to others and to God 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	R.E Year 10 / 11 Marriage and relationships

	3.1.1.3. Grateful to others and to God	RE Various topics Years 7-9 e.g. Yr 8 Vocation	4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement	R.E Various topics Year 10-11
	3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods	PSHEC/RAD KS3-Y7 Risky behaviours -alcohol tobacco & legal highs; Building relationships -self-worth & romance ;Y9 Healthy relationships	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	PSHEC/RAD KS4- Democratic & undemocratic pressure groups/ standing up for your rights
	3.1.1.5. Discerning in their decision making	RE Various topics Years 7-9 e.g. Yr 8	4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different	RE Y 11 Conscience & moral decision making
	3.1.1.6. Determined and resilient in the face of difficulty	PSHEC/RAD KS3- all challenging topics		
	3.1.1.7. Courageous in the face of new situations and in facing their fears	PSHEC/RAD KS3 – Y7 transition to secondary school ;Y9 transition to Y10; Y20 transition post 16 and Y11 transition to post 18  Other genericised topics in PSHEC such as bereavement , loss and separation		

<p>Religious understanding of the human person: loving myself. Pupils should be taught:</p>	<p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p>	<p>PSHEC/RAD KS3- Y7 Building relationships -self-worth &amp; romance ; Y8 Levels of intimacy- attraction, boyfriends &amp; girlfriends, consent;Y9 Healthy relationships Sexuality &amp; gender identity</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>R.E Year 10/11 Marriage Sex Relationships</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>Science Y7 Facts of Life</p>	<p>4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation</p>	<p>R.E Year 10 &amp; 11 Marriage Sex Relationships Science Y11 Facts of Life</p>
	<p>3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility</p>	<p>PSHEC/RAD KS3- Contraception / STIs (RE lesson follow up on natural family planning)</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>RE Year 10 &amp; 11 Marriage Sex Relationships R E Year 10 Natural Family Planning Science Y11 Contraception, pregnancy, amniocentesis decisions Science Y11 Hormones in the menstrual cycle, IVF &amp; the effect of drugs on a foetus</p>



	3.1.2.4. Understand the need for reflection to facilitate personal growth and the role prayer can play in this	Year 7 & 9 Prayer. Year 8 Reconciliation	4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3	RE Year 11 Relationships Science Yr 11: Hormones involved in the menstrual cycle, IVF and the effect of drugs on a foetus
	3.1.2.5. Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	RE Year 7 - Who am I? and Year8 – God's Creation	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.	RE Year 10 Prayer - Spring
	3.1.2.6. Recognise that they are responsible for their own behaviour and how to inform their conscience	RE Year 8 Conscience and various other topics	4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands	RE Year 11 Philosophy and Ethics Science Ethical decisions in Cystic Fibrosis
Me, my body and my health Pupils should be taught:	3.1.3.1. To recognise their personal strengths	PSHEC/RAD KS3-CEIAG, all years	4.1.3.1. To evaluate their own personal strengths and areas for development	PSHEC/RAD KS4- CEIAG, all years
	3.1.3.2. To distinguish 'needs' from 'wants'	PSHEC/RAD KS3	4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	RE Year 11 Virtue ethics / Situation ethics
	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	PSHEC/RAD KS3- Year 9 Consent		RE Yr 11 10.1 & 10.2 PSHEC/RAD KS4-Consent

	feel uncomfortable is never appropriate			
My body	3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality	PSHEC/RAD KS3- Year 9 Consent	4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	PSHEC/RAD KS4- Y10 Body Image & Health related decisions, the media
	3.1.3.5. There are many different body shapes, sizes and physical attributes	PSHEC/RAD KS3 – Y7 Diet exercise & healthy choices – physical & mental health & wellbeing : dental health, personal hygiene; Y8- Fat acceptance & body image / Body Image & coping strategies /social media ; Y9 Looking after my body- weight & Eating Disorders  Science Yr 8: Food & Digestion- (plus Anorexia and Bulimia)	4.1.3.4. The health risks and issues related to this, including cosmetic procedures	PSHEC/RAD KS4- Y10 Body Image & Health related decisions  Y10 Your changing body
	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	PSHEC/RAD KS3- Y8 Fat acceptance & body image / Body Image & coping strategies /social media ; Y8 - fake news/ media reliability & Tik Tok; Y9 Pornography in the media		PSHEC/RAD KS4- Y10 Body Image & Health related decisions

My Health	3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene	PSHEC/RAD KS3- Y7 Puberty, Diet exercise & healthy choices ;Y9 Looking after my body-weight & Eating Disorders ;	4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)	PSHEC/RAD KS4- Y10 Your mental health, Healthy Lifestyles/healthy hearts, Y10 Body image & body modifications- tattoos , Y10 Your changing body;Y11 Organ donation ;Breast examination & screening; HIV &AIDs Risky situations
Emotional well-being and attitudes Pupils should be taught:  Emotional well-being	3.1.4.1. How to develop self-confidence and self-esteem	PSHEC/RAD KS3- Y7,9 ,10 and 11 – transition lessons  Y7 Diet exercise & healthy choices – physical & mental health & wellbeing ;Y8 Mental Health & wellbeing ;Y9 Dealing with change & managing strong emotions Emotional wellbeing self-harm & anxious thoughts ; & Divorce/bereavement  R.E . Image of God, Yr 7 Belonging	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	PSHEC/RAD KS4- Y10 Your mental health; Healthy Lifestyles/healthy hearts ;Managing loss: Separation  Y11 Managing Stress
	3.1.4.2 That all aspects of health can be affected by choices made in sex and relationships	PSHEC/RAD KS3- Y9 STIs & Contraception, Domestic abuse, Honour based violence, Abortion		R.E Y10 Pregnancy Abortion

	3.1.4.3. The importance and benefits of delaying sexual intercourse until ready	PSHEC/RAD KS3- Y8 Levels of intimacy- attraction, boyfriend & girlfriends, consent; Y9 Marriage Pregnancy & parenting	4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage	PSHEC/RAD KS4-Marriage & long-term relationship  RE Y10 Marriage/ Relationships
	3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them	PSHEC/RAD KS3- Y8 Mental Health & wellbeing : coping strategies	4.1.4.3. Strategies for managing mental health and emotional wellbeing	PSHEC/RAD KS4- Y10 Managing loss: Separation & Divorce/bereavement  R.E Y10 Funerals and Life after death
	3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform	PSHEC/RAD KS3- Y7 Arson/ Hoax calls; Y7/8/9 Walk online Roadshow-safety online; Y7 Peer pressure & coercive behaviour;Y8 Gambling & its consequences, managing risks; Y8 fake news/ media reliability & Tik Tok; Youth produced sexual imagery- send me a pic; Y8 Levels of intimacy- attraction, boyfriend & girlfriends, consent;Y9 Unhealthy relationships : emotional & physical abuse & violence; concept of consent	4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform	PSHEC/RAD KS4-

		Science Year 8 and 9 Science. Healthy eating and the digestive system		
	3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation	PSHEC/RAD KS3- Year 8 – Gender Identity and Different types of families  Science Y9 Chromosomes		PSHEC/RAD K43- Y10 Sexuality & gender identity; Valuing difference- trans rights & discrimination  Science Y11 Chromosomes
Attitudes	3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	PSHEC/RAD KS3-  Y7- Diversity prejudice & discrimination – protected characteristics/ gender discrimination & intro to all types  Y8 Discrimination – visible differences – disability discrimination;Y9 Valuing difference -race & religious discrimination	4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	PSHEC/RAD KS4- Hate speech vs free speech ;Human rights and international law. Diverse national, regional and ethnic identities in the UK and the need for mutual respect and understanding; Extremism  RE - Divergent Christian and Jewish views are studied throughout

Life cycles and fertility Pupils should be taught: Life cycles	3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems	Science; Year 7 Cells and Reproduction	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	Science Y10 & 11 Human Reproduction, hormones
	3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g. foetal alcohol syndrome	Science Yr 7: Reproduction and pregnancy Y9: Alcohol & foetal alcohol syndrome	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	Science Yr 11: The effect of drugs on pregnant women & human development # PSHEC/RAD KS4- Y10 Pregnancy & Parenting
			4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth	Science – Y10/11 Pregnancy, reproduction RE- Year 10 7.6 Sanctity of life
Fertility	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	PSHEC/RAD KS3- Contraception & STIs	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.	PSHEC/RAD KS4- Pregnancy & parenting  RE Yr 11 topic 10.5 Natural family planning unit  Science Yr 11 IVF is described in the topic on hormonal importance in pregnancy, reproduction and contraception

	3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.	PSHEC/RAD KS3- Y7 Puberty Science Yr 7: hormones involved in the menstrual cycle	4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause)	PSHEC/RAD KS4- Y10 Unintended pregnancy & Abortion, Adoption  Science Yr 10: Infectious diseases including STIPSHEC , and Y10/11 Ovulation Hormones
	3.1.5.5. The negative impact of substance use on both male and female fertility	PSHEC/RAD KS3- Y9 Alcohol, Tobacco & addiction	4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximize fertility	PSHEC/RAD KS4-Y10 Risky Behaviours  Science Yr 10: The effect of drugs (including the mention of the different classes of drugs and the effect on the body)

## Theme 2: Created to love others KS3 KS4&5

	Key stage 3	Where covered by Grays Convent	Key stage 4	Where covered by Grays Convent
Education in virtue In a Catholic school, pupils are growing to be:	3.2.1.1. Loyal, able to develop and sustain friendships	PSHEC/RAD KS3- Y9 Healthy Relationships, Marriage, Pregnancy & parenting	4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible	PSHEC/RAD KS4- Adoption, commitment  RE Marriage/Relationships
	3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	PSHEC/RAD KS3- Y8 Period Poverty & Housing- all citizenship topics RE Year 9 Common Good	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	PSHEC/RAD KS4- all citizenship topics R.E Year 10 - Catholic social teaching

	3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different	RE World religions	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	RE Throughout GCSE - Divergent thinking
	3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships	RE Year 8 and Year 9 - Forgiveness / Reconciliation	4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness	RE Year 10 / 11 Relationships
	3.2.1.5. Courteous in their dealings with friends and strangers	RE Year 7 Community	4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	RE Year 10 / 11 Relationships
	3.2.1.6. Honesty, committed to living truthfully and with integrity In a Catholic school, pupils are growing to be:	RE Year 7 Community	4.2.1.6. The importance of honesty and integrity in all forms of communication	RE Year 10 / 11 Relationships
Religious understanding of human relationships: loving others Pupils should be taught:	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	RE Year 9 Love - Spring	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	RE Year 10 / 11 Relationships
	3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children	PSHEC/RAD KS3- Y9 Marriage and Relationships	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	RE Year 10 / 11 Relationships



	3.2.2.3. Recognise the spiritual context of the family as a community where members can grow in faith, hope and love	PSHEC/RAD KS3- Y9 Marriage and Relationships; different types of family	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	RE Year 10/11 Relationships Yr.11 topics 10.3 & 10.4
	3.2.2.4. How to express love and care for others through acts of charity	RE Year 9 Love - Spring. Yr9 Common Good - Summer	4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes	RE Year 10 Catholic social teaching - 2.7
	3.2.2.5. How to discuss religious faith and personal beliefs with others	RE Discussed throughout KS3 - appreciation of different views and beliefs	4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	RE Discussed throughout KS4 - appreciation of different views and beliefs
	3.2.2.6. Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness Pupils should be taught:	RE Year 8 & 9 Sin, forgiveness, reconciliation	4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship	RE Year 10/11 Relationships
			4.2.2.7. The sanctity of life, and the significance of this concept in debates about abortion	PSHEC/RAD KS4- Abortion RE Year 10 Sanctity of Life - Abortion
Personal Relationships Pupils should be taught:	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)	PSHEC/RAD KS3- Y7 antibullying & friendships; Diversity prejudice & discrimination – protected characteristics/ gender discrimination & intro to all types  Y8 Discrimination – visible differences – disability discrimination  Y9- Hate crime	4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others	PSHEC/RAD KS4- Y10 Commitment, self confidence & self esteem

	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.	PSHEC/RAD KS3- Y9 Healthy ( & Unhealthy ) relationships RE Yr9 Love	4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships	PSHEC/RAD KS4- Y10 Commitment, self confidence & self esteem
	3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	PSHEC/RAD KS3- Y8 Levels of intimacy- attraction, boyfriend & girlfriends RE Yr.8 Reconciliation and friendship	4.2.3.3. To manage changes in personal relationships including the ending of relationships	PSHEC/RAD KS4- Y11 Loving relationships, Y10 Commitment, self-confidence & self-esteem ; Managing loss: Separation & Divorce/bereavement  RE Y10/11Marriage & Relationships
	3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship	PSHEC/RAD KS3- - Y9 Healthy ( & Unhealthy ) relationships	4.2.3.4. About harassment and how to manage this	PSHEC/RAD KS4- Y10 Sexual Harassment ( including in the workplace /Rape RE Yr11 topic 10.1
	3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	PSHEC/RAD KS3- Y7 Peer pressure & coercive behaviour  Y9 Consent	4.2.3.5. To recognise when others are using manipulation, persuasion or coercion and how to respond	PSHEC/RAD KS4- Y10 Coercive control

	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.	PSHEC/RAD KS3- Y9 Marriage RE Year 9	4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	, RE Yr11 10.1
	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	PSHEC/RAD KS3- Y9 Parenting	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.	RE Year 10/11 Relationships, RE Yr11
	3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child	PSHEC/RAD KS3- Y9 Marriage and Parenting	4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)	Y9 Domestic Violence, abuse RE topic 10.3
	3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.	PSHEC/RAD KS3- Y9 Marriage and Parenting; Y9 Coercive control	4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances	RE Year 10/11 Relationships - 10.1
	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	RE Year 7 - Role of the priest - Autumn	4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	RE Yr 11 10.1
	3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	PSHEC/RAD KS3-Y8 Levels of intimacy- attraction, boyfriend & girlfriends Y9 Sexuality & gender identity		PSHEC/RAD KS4- Y10 Sexuality & gender identity RE Yr11 topic 10.1

<p>Keeping safe and people who can help me Pupils should be taught: Keeping safe</p>	<p>3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>PSHEC/RAD KS3- Y7/8 /9 Online safety Y9 Consent , Gangs &amp; Exploitation</p>	<p>4.2.4.1. 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</p>	<p>PSHEC/RAD KS4- Gangs &amp; Criminal sexual exploitation</p>
	<p>3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help</p>	<p>PSHEC/RAD KS3- Y9 Consent , Toxic Masculinity, Domestic Abuse, Honour based violence</p>	<p>4.2.4.2. 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</p>	<p>PSHEC/RAD KS4- Domestic abuse- Changing Pathways</p>
	<p>3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'.</p>	<p>PSHEC/RAD KS3- Y9 Consent</p>	<p>4.2.4.3. The risks and consequences of legal and illegal substance use including on their ability to make good decisions in relation to sexual relationships</p>	<p>PSHEC/RAD KS4- Wize Up Science Yr10: all forms of drugs, the different classes and their effect on the body is described in detail</p>
	<p>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.</p>	<p>PSHEC/RAD KS3- Y9 consent</p>	<p>4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming</p>	
	<p>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</p>	<p>PSHEC/RAD KS3- Internet Safety Day Y7,8 &amp;9</p>	<p>4.2.4.5. 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)</p>	<p>PSHEC/RAD KS4-</p>

	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	PSHEC/RAD KS3- Y9 Pornography	4.2.4.6. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it People who can help me	PSHEC/RAD KS4- Abortion RE Year 10 - Autumn - Sanctity of life
	3.2.4.7. Recognise the impact that the use of substances has on the ability to make good and healthy decisions	PSHEC/RAD KS3- Y7 Risks alcohol, tobacco , legal highs  Y9 Wize Up	4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement	PSHEC/RAD KS4-
People who can help me	4.2.4.1. 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	All PSHEC/RAD KS3 lessons incorporate specific and generic support- external and internal to the school	4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people	R.E Yr.11 10.4 - Support for the family e.g. Marriage Care
			4.2.4.9. Where and how to obtain sexual health information, advice and support	All PSHEC/RAD KS4 lessons on this topic incorporate specific and generic support- external and internal to the school
			4.2.4.10. About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy	All PSHEC/RAD KS4 lessons on this topic incorporate specific and generic support- external and internal to the school

### Theme 3: Created to live in community (local, national and global)

	Key stage 3	Where covered by Grays Convent	Key stage 4	Where covered by Grays Convent
Education in virtue In a Catholic school, pupils are growing to be:	3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally	PSHEC/RAD KS3- Y9 Human Rights; <b>Citizenship</b> - Democracy & Justice - Precious liberties The Justice system  Y8 Voluntary groups & community action  RE Various topics	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 well-informed	PSHEC/RAD KS4- Y10 Global Citizenship and Human rights & international law -human trafficking and & discrimination topics –neurodiversity, trans and homophobia RE Various topics
	3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally	PSHEC/RAD KS3- Period poverty , precious liberties & Y7 Penny Line ; Y9 race & religious discrimination House charities RE Various topics	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	PSHEC/RAD KS4- Y10 Global Citizenship and Human rights & international law -human trafficking and & discrimination topics –neurodiversity, trans and homophobia House charities RE Various topics
	3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	PSHEC/RAD KS3- all diversity & discrimination topics – race, gender & disability RE Year 9 Common Good Summer term	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	PSHEC/RAD KS4- Y10 Global Citizenship and Human rights & international law -human trafficking and & discrimination topics –neurodiversity, trans and homophobia  RE Year 10 Catholic Social Justice - Spring

Religious understanding of the importance of human communities Pupils should be taught:	3.3.2.1. To discuss moral questions in a balanced and well-informed way	RE Various topics e.g. Yr.7 Community, Yr.9 Common Good PSHEC- all topics	4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, considering the teaching of the Catholic Church in the relevant areas	RE all topics PSHEC- all topics
	3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all	RE Year 7 Community - Autumn	4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation	Year 10 Catholic Social Teaching - 2.7 and 10.4 - support for the family
Living in the wider world Pupils should be taught:	3.3.3.1. The purpose and importance of immunisation and vaccination	PSHEC/RAD KS3- Immunisation & Vaccination Science Yr8: Microbes and diseases. This includes the history and importance of vaccination. The intake and use of antibiotics are equally mentioned	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	PSHEC/RAD KS4- Y11 HIV/AIDS  Science Yr10: Infectious diseases: we look at all communicable and non- communicable diseases. This includes STIs and HIV. It is taught in detail
	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	PSHEC/RAD KS3- Y9 Contraception & STIs Yr8: microbes and diseases, HIV is mentioned on the basis of how it can be contracted and how viruses enter the body	4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity	PSHEC/RAD KS4- Y11 HIV/AIDS Science Yr10: Infectious diseases: we look at all communicable and non- communicable diseases. This includes STIs and HIV. It is taught in detail

	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.	PSHEC/RAD KS3- Y9 FGM	4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why	PSHEC/RAD KS4- Hate speech vs free speech  Human rights and international law. Diverse national, regional and ethnic identities in the UK and the need for mutual respect and understanding.
	3.3.3.4. They have responsibilities towards their local, global and national community and creation	PSHEC/RAD KS3- Y9 Eco Careers RE Various topics	4.3.3.4 The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable	PSHEC/RAD KS4- Extremism/ radicalisation/terrorism
	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	PSHEC/RAD KS3- Y7 Diversity prejudice & discrimination – protected characteristics/ gender discrimination & intro to all types  Y8- Discrimination – visible differences – disability discrimination  Y9- Positive respectful relationships; Masculinity – Toxic masculinity Domestic abuse Forced marriage	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	PSHEC/RAD KS4- Hate speech vs free speech Human rights and international law. Diverse national, regional and ethnic identities in the UK and the need for mutual respect and understanding Extremism/radicalisation/terrorism



	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.	PSHEC/RAD KS3- As above	4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern	PSHEC/RAD KS4- As above
	3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice	PSHEC/RAD KS3- As above RE various topics e.g. Yr8 Jesus in art, Yr.9 Leadership	4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community	PSHEC/RAD KS4- As above RE Yr.11 topics 10.7&10.8
	3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices	PSHEC/RAD KS3- As above RE Yr.8 history of the Church	4.3.3.7. 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, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk	PSHEC/RAD KS4- As above
	3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)	PSHEC/RAD KS3- As above RE various topics e.g. Yr.7 Belonging/Who am I?	4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	PSHEC/RAD KS4- all topics consider this RE various topics e.g. Yr10 1.4 Image of God and Yr.11 10.7 prejudice

## APPENDIX 2 Outline delivery programme RSHEC across the school

Week 1 Tuesday 1 PSHEC	Autumn term a 3 lessons x 55	Autumn term b 3 lessons x 55	Spring term a 3 lessons x 55	Spring term b 3 lessons x 55	Summer term a 3 lessons x 55	Summer term b 3 lessons x 55
Year 7 PSHEC	<b>Manging change &amp; transition</b> <b>RSHE :Diet exercise &amp; healthy choices</b> – physical & mental health & wellbeing : dental health, personal hygiene			<b>RSHE : Banter &amp; emotional literacy</b> - Healthy friendships, ending friendships & bullying on & off line <a href="#">Walkonline Roadshow- safety online if available</a>	<b>Risky behaviours</b> - alcohol tobacco & legal highs, recognising & reducing risk	<b>Financial capability</b> - pocket money, phones & budgeting Pupil feedback survey
Year 7 RAD Pupils finish 2.30	RAD 1 3 <sup>rd</sup> October <b>RSHE:</b> Puberty	RAD 2 6 <sup>th</sup> December Physical Health & fitness/physical activity Growth mindsets & managing mental & emotional health strategies		RAD 3 24 <sup>th</sup> February Building relationships -self-worth & romance Online safety - be careful what you send or see Peer pressure & coercive behaviour		
Year 8 PSHEC		<b>RSHE:</b> Fat acceptance & body image / Body Image & coping strategies /social media		<b>Risky behaviours</b> : Vaping, Alcohol & Cannabis edibles <a href="#">Walkonline Roadshow- safety online if available</a>		<b>Digital literacy-</b> fake news/ media reliability & Tik Tok; Youth produced sexual imagery - send me a pic
Year 8 RAD Pupils finish 2.30	RAD 1 3 <sup>rd</sup> October Physical Health & fitness Wellbeing: Managing anger Sleep			RAD 3 24 <sup>th</sup> February <b>RSHE:</b> Different types of families Levels of intimacy- attraction, boyfriend & girlfriends, consent		
Year 9 PSHEC			<b>Valuing difference</b> -race & religious discrimination	<b>RSHE :Healthy relationships</b> Sexuality & gender identity	<b>RSHE: Unhealthy relationships : emotional &amp; physical abuse &amp; violence</b> Domestic abuse Forced marriage So-Called Honour based violence	<b>RSHE-</b> Concept of Consent Pornography in the media <b>Risky behaviours</b> : Youth produced sexual imagery sexual imagery- not just flirting
Year 9 RAD Pupils finish 2.30	RAD 1 3 <sup>rd</sup> October Looking after my body - weight & Eating Disorders Dealing with change & managing strong emotions Emotional wellbeing- self harm & anxious thoughts Immunisation & Vaccination benefits			RAD3 24 <sup>th</sup> February Contraception/ STIs (RE lesson follow up on natural family planning) FGM Domestic Abuse Wize Up including the law & Risky behaviour addiction Inc. risk on fertility Body Image	RAD 4 9 <sup>th</sup> May Alcohol, Tobacco & addiction risk on fertility Marriage Pregnancy & parenting	

<b>Year 10 PSHEC</b>			<b>RSHE:</b> Sexuality & gender identity Misogyny/Incels Sexual Harassment (including in the workplace /Rape	<b>RSHE:</b> Hate speech vs free speech Extremism Radicalisation/violent extremism	Summer Exams	
<b>Year 10 RAD</b> Pupils finish 2.30	RAD 1 3 <sup>rd</sup> October Your mental health Healthy Lifestyles/healthy hearts Commitment, self-confidence & self esteem Managing loss: Separation & Divorce/bereavement	RAD 2 6 <sup>th</sup> December <b>RSHE:</b> Your changing body, vulval health – the ‘truth undressed’ Body image & body modifications- tattoos etc. Criminal /Sexual Exploitation (F Pallett) <b>RSHE :</b> LGBTQIA+ & homophobia			RAD 4 9 <sup>th</sup> May <b>Valuing difference</b> - trans rights & discrimination Unintended pregnancy & Abortion Adoption	
<b>Year 11 PSHEC</b>	Managing stress	<b>Valuing difference-</b> neurodiversity & discrimination			GCSEs begin	
Year 11 RAD Pupils finish 2.30		RAD 2 6 <sup>th</sup> December Organ donation Breast examination & screening HIV &AIDs Risky situations Loving relationships				