

**St Teresa of Calcutta
Multi Academy Company (MAC)**



**Relationships and Sex Education (RSE) Policy
September 2026**

St Augustine's Catholic Primary School

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.

Table of Contents

1. Introduction
2. Summary of Changes (2026 Update)
3. Rationale
4. Defining Relationships and Sex Education
5. Statutory Curriculum Requirements
6. Aims of RSE
7. Curriculum Content
 - Primary Schools
 - Secondary Schools
8. Values, Virtues, and Skills
9. Inclusion and Adaptive Teaching
10. Equalities Obligations
11. Parental Partnership
12. Safeguarding and Confidentiality
13. Roles and Responsibilities
14. Monitoring and Evaluation
15. Implementation and Review
16. Dissemination

1. Introduction

St Teresa of Calcutta Multi-Academy Company (MAC) is committed to providing a high-quality Relationships and Sex Education (RSE) programme firmly rooted in the Catholic faith. RSE forms an essential part of the holistic education of every child, supporting their spiritual, moral, social, cultural, emotional and physical development. It equips pupils with the knowledge, understanding, virtues and skills necessary to form positive, healthy relationships, make informed choices and grow into responsible, compassionate adults.

This policy provides guidance for schools across the MAC, ensuring a consistent approach while allowing each school to respond to the specific needs of its community. RSE is delivered in partnership with parents, who are recognised as the primary educators of their children. Each MAC school aims to create a safe and supportive environment where pupils can explore relationships and human development in an informed, morally grounded and age-appropriate manner.

2. Summary of Changes (2026 Update)

This policy has been updated in line with guidance from the Catholic Education Service (CES), the Department for Education (DfE, 2025), and statutory curriculum requirements. Key updates include:

- Alignment with the DfE 2025 RSE and Health Education guidance.
- Reinforced emphasis on Catholic values and virtues.
- Updated primary and secondary curriculum content, ensuring clear progression.
- Greater focus on online safety, mental wellbeing, and resilience.
- Enhanced parental engagement protocols.
- Emphasis on inclusion and adaptive teaching.
- Clarification of roles and responsibilities.
- Reinforced safeguarding, confidentiality, and pastoral support procedures.

3. Rationale

"I have come that you might have life and have it to the full" (Jn 10:10).

RSE within St Augustine's Catholic Primary School is rooted in the Catholic understanding of the human person, created in the image and likeness of God. Relationships and sexuality are gifts to be nurtured in the context of love, respect, and moral responsibility. Catholic RSE promotes human wholeness - physical, emotional, moral, spiritual and social - preparing pupils to live well in modern Britain while remaining faithful to Church teaching.

Gender and sexuality are understood as God-given gifts, and teaching emphasises the sacred dignity of the human person. St Augustine's Catholic Primary School approach recognises contemporary challenges while remaining faithful to Church moral teaching.

4. Defining Relationships and Sex Education

The DfE guidance states that *"children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health, and relationships."* High-quality RSE promotes moral, social, mental and physical development, and cultivates positive characteristics including resilience, self-worth, integrity, courage, kindness and trustworthiness.

RSE helps pupils understand themselves as sexual beings, what it means to be fully human, and how to live in right relationships with self and others, making moral decisions in conscience.

- **Primary schools:** Focus on building blocks of positive relationships.
- **Secondary schools:** Provide the information needed to develop healthy, safe, and nurturing relationships of all kinds.

5. Statutory Curriculum Requirements

Schools are legally required to teach aspects of RSE within the National Curriculum Science. Maintained secondary schools also have statutory requirements regarding HIV, AIDS, and sexually transmitted infections.

6. Aims of RSE

St Augustine's Catholic Primary School aims to provide pupils with a positive and prudent sexual education compatible with their physical, cognitive, psychological and spiritual maturity. Working in partnership with parents, schools will:

- Promote reverence for the gift of human sexuality.
- Foster respect for the dignity of every person.
- Celebrate the goodness of creation and the human body.
- Develop responsibility for personal actions.
- Recognise and value pupils' sexual identity.
- Encourage life-long, self-giving love within marriage and family life.
- Equip pupils to make morally informed choices and resist unwanted pressures.
- Develop knowledge of relationships, sexual health, and safety.

7. Curriculum Content

Progressive, Developmental, and Adaptive RSE

RSE at St Augustine's Catholic Primary School is designed to be progressive and developmental, reflecting the growth of each pupil as a whole person. Learning is carefully sequenced from primary to secondary phases so that each stage builds on the last. Pupils are guided to a deeper and fuller understanding of themselves, their relationships, and their responsibilities at a pace appropriate to their age, maturity and faith formation. This continuity ensures that each phase of education informs the next, supporting pupils' ongoing moral, spiritual, emotional, and social development.

RSE is adaptive, recognising the diverse needs of individual pupils. Teaching and resources are tailored to accommodate differences in cognitive and emotional development, ability, and learning style. Pupils with special educational needs and disabilities are fully included and never withdrawn from RSE due to lack of resources or training. Staff are supported to provide differentiated teaching and specialist materials where necessary, ensuring that all children have equal access to a high-quality, morally grounded education in relationships and sexuality.

Cross-Curricular and Integrated Approach

In St Augustine's Catholic Primary School, RSE forms an integral part of whole-person education. Teaching about relationships, sexuality, and human development is embedded across the curriculum: for example, some aspects are explored in Science, others in RE, and all are informed by consistent moral and spiritual principles. Each subject reinforces the Church's teaching on human love, fostering a coherent understanding across disciplines.

RSE is integrated with the wider life of the school, the parish and the home. Parents are fully involved in the planning and evaluation of RSE, helping to ensure that pupils hear consistent messages about the meaning and value of human sexuality in faith and life. This partnership between school, home, and parish strengthens the moral and spiritual formation of pupils and reflects the MAC's and St Augustine's Catholic Primary School's commitment to holistic Catholic education.

Co-ordinated and Balanced Programme

Effective RSE requires dedicated leadership and whole-school commitment. St Augustine's Catholic Primary School ensures that RSE is led by experienced staff with the time and expertise to co-ordinate the programme, providing support and training to colleagues. Teachers deliver lessons with confidence and enthusiasm, celebrating the Church's teaching on love, virtue and human sexuality.

RSE is balanced, providing pupils with clear factual information alongside moral and spiritual guidance. Secondary pupils also receive statutory guidance on relevant laws, including forced marriage, female genital mutilation, abortion, and equalities legislation, ensuring that learning is both comprehensive and faithful to Catholic teaching.

Themes and Structure

St Augustine's Catholic Primary School RSE programme is structured around three core themes, adaptable to pupils' age and ability and covering both PSHE and Catholic formation:

1. **Created and Loved by God** - developing self-understanding, self-worth, and reverence for human dignity.
2. **Created to Love Others** - nurturing respectful, loving relationships grounded in Christian morality.
3. **Created to Live in Community - Local, National, and Global** - exploring pupils' relationships with the wider world, fostering service, dialogue, and the extension of God's Kingdom.

Each theme integrates education in virtue and religious understanding with personal, social, and health education, ensuring that teaching both reflects and cultivates the virtues necessary for human flourishing.

Christian Virtues and RSE

Teaching across all phases emphasises the development of virtues such as prudence, mercy, compassion, chastity, integrity and fidelity. These are both modelled by staff and experienced through learning, allowing pupils to internalise habits of character that will guide their moral, social and relational choices.

Curriculum Overview

Our RSE curriculum is based on three core themes:

Theme 1: Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Theme 2: Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Theme 3: Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Please see Appendix A for additional curriculum content.

8. Values, Virtues, and Skills

St Augustine's Catholic Primary School promotes Catholic values including faithfulness, fruitfulness, chastity, integrity, prudence, mercy, and compassion. Pupils develop virtues and personal and social skills, including:

- Respect for human dignity and joy in creation
- Responsibility for actions and recognition of impact on others
- Recognition and valuing of sexual identity
- Celebration of life-long, self-giving love and fidelity in relationships

- Sound judgement and moral decision-making
- Loving relationships free from exploitation or abuse
- Emotional regulation, conflict resolution, humility, mercy, and compassion
- Self-esteem, empathy, resilience, and ability to resist pressures
- Understanding of appropriate stages in relationships and how to love chastely
- Awareness of sexual health, reproduction, and safe behaviours

9. Inclusion and Adaptive Teaching

RSE is inclusive, responding to pupils' individual needs and differences in ability, maturity, faith, culture, or sexual orientation. Lessons promote understanding, respect and equality, addressing discrimination and prejudice, while ensuring every pupil can access the curriculum safely.

10. Equalities Obligations

St Augustine's Catholic Primary School ensures compliance with the Equalities Act 2010, supporting all pupils regardless of disability, race, nationality, sex, gender identity, religion, sexual orientation, pregnancy, maternity or looked-after status.

11. Parental Partnership

Parents and carers are the primary educators of their children. St Augustine's Catholic Primary School works in partnership through:

- introductory meetings with class teachers at the start of the Autumn term
- Parents' Evenings
- timely individual meetings
- Sacramental Preparation meetings
- advance notice of sensitive topics
- workshops
- induction meetings for Nursery and Reception pupils/parents in the Summer term
- resource provision
- consultation in curriculum planning.

Parents retain the right to withdraw their children from non-statutory sex education, with alternative provision available.

12. Safeguarding and Confidentiality

RSE may raise sensitive issues. Staff follow safeguarding procedures to ensure pupils feel safe and supported. Limits of confidentiality are explained, and disclosures of harm or abuse are addressed promptly. Pupils are encouraged to discuss issues with parents or carers.

13. Roles and Responsibilities

- **Trustees and Governors:** Ensure policy consultation, statutory compliance, and alignment with Catholic ethos; monitor and evaluate provision.
- **Headteachers:** Oversee implementation, liaise with MAC Central Team, Governors, Diocese, and authorities, and ensure consistent delivery across schools.
- **RSE/PSHE Coordinators:** Lead curriculum planning, staff support, and training; monitor teaching quality and resource use.
- **All Staff:** Deliver RSE in accordance with Catholic teaching, fostering moral, social, and emotional development.
- **External Visitors:** Complement teacher-led sessions and adhere to CES guidance and school codes of practice.

14. Monitoring and Evaluation

The school coordinators monitor provision through lesson plans, schemes of work, pupil work, and feedback from pupils, staff and parents. Findings inform curriculum adjustments, ensuring high-quality and consistent RSE across the MAC.

15. Implementation and Review

Implementation will follow consultation with Directors and Governors in the Summer 2026 Term. This policy will be reviewed every two years by the MAC, Headteachers, RSE Coordinators and Directors and Governing Bodies. The next review date is Summer 2028 Term.

16. Dissemination

The draft policy will be shared with all Directors, Governors and staff within the MAC. Copies will be available to parents via each school's website and school office. Details of the RSE curriculum content will also be made available online.

Appendix A: Primary Curriculum Content

Theme 1: Created and Loved by God

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	Pupils will be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	Pupils will be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

EYFS & KS1

KS2

Me, my body and my health	Pupils will be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating 1.1.3.7. To understand the harm that excessive time spent online can have physical and mental wellbeing.	Pupils will be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty, including the menstrual cycle 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming: penis, vulva, vagina, testicles, scrotum, nipples My health 2.1.3.8. How to make informed choices that have an impact on their health and what constitutes a healthy life-style, including physical activity, dental health and healthy eating 2.1.3.9. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug-taking. 2.1.3.10. To understand the harm that excessive time spent online can have physical and mental wellbeing.
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Emotional well-being and attitudes	Pupils will be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	Pupils will be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings and know when to seek help when emotions become overwhelming 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media and changing friendships) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves and others Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources
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Life cycles and fertility	Pupils will be taught: Life cycles 1.1.5.1. That there are life stages from birth to death	Pupils will be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age) Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova
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Theme 2: Created to love others

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you" 1.2.1.6. Honest, able to tell the difference between truth and lies	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain caring friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	Pupils will be taught: 1.2.2.1. We are part of God's family 1.2.2.2. All families and people who care for me are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	Pupils will be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self- giving. It is a formal, lifelong commitment

Personal Relationships	Pupils will be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Family units should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	Pupils will be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. How to respond appropriately to bullying (including cyber-bullying) and an awareness of responsible use of technology 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes
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Keeping safe and people who can help me	Pupils will be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. People who can help me 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	Pupils will be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships People who can help me 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard
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Theme 3: Created to live in community (local, national and global)

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	In a Catholic school, pupils are growing to be: 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the importance of human communities	Pupils will be taught: 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	Pupils will be taught: 2.3.2.1. God is Trinity - a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ

Living in the wider world	Pupils will be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	Pupils will be taught: 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another
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Appendix A: Secondary Curriculum Content

Theme 1: Created and Loved by God

KS3

KS4&5

Education in virtue	In a Catholic school, pupils are growing to be: 3.1.1.1. Respectful of their own bodies, character and giftedness 3.1.1.2. Appreciative for blessings 3.1.1.3. Grateful to others and to God 3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 3.1.1.5. Discerning in their decision making 3.1.1.6. Determined and resilient in the face of difficulty 3.1.1.7. Courageous in the face of new situations and in facing their fears	In a Catholic school, pupils are growing to be: 4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2. Appreciative of 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 4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement 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 4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different
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Religious understanding of the human person: loving myself	Pupils will be taught: 3.1.2.1. To appreciate sensual pleasure as a gift from God 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 3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility 3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this 3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves 3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience	Pupils will be taught: 4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure 4.1.2.2. The concept of fasts and feasts and the importance of self- discipline and moderation 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 4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3 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. 4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands
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KS3

KS4&5

Me, my body and my health	Pupils will be taught: Me 3.1.3.1. To recognise their personal strengths 3.1.3.2. To distinguish 'needs' from 'wants' 3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate My body 3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality 3.1.3.5. There are many different body shapes, sizes and physical attributes 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 a negative impact on the individual My Health 3.1.3.7. How to take care of their body, including physical activity and healthy eating, and the importance of taking increased responsibility for their own personal hygiene and dental health 3.1.3.8. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug-taking 3.1.3.9. To understand the harm that excessive time spent online can have on physical and mental well-being	Pupils will be taught: Me 4.1.3.1. To evaluate their own personal strengths and areas for development 4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives My body 4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes 4.1.3.4. The health risks and issues related to this, including cosmetic procedures My health 4.1.3.5. To take responsibility for monitoring their own health, for example testicular and breast self-examination, and to make informed choices that have a positive impact on their health and well-being, including physical activity, dental health and healthy eating 4.1.3.6. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug taking 4.1.3.7 To take responsibility in avoiding excessive time spent online and know the effect this can have on physical and mental well-being
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KS3

KS4&5

Emotional well-being and attitudes	Pupils will be taught: Emotional well-being 3.1.4.1. How to develop self-confidence and self-esteem 3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships 3.1.4.3. The importance and benefits of delaying sexual intercourse until ready 3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them 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 3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation 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	Pupils will be taught: Emotional well-being 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 oneself and others 4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage 4.1.4.3. Strategies for managing mental health and emotional well-being 4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform Attitudes 4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices
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KS3

KS4&5

Life cycles and fertility	Pupils will be taught: Life cycles 3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems 3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, eg foetal alcohol syndrome 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 3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation 3.1.5.5. The negative impact of substance use on both male and female fertility	Pupils will be taught: Life cycles 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 4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, eg foetal alcohol syndrome 4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth Fertility 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 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). 4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility
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Theme 2: Created to love others

KS3

KS4&5

Education in virtue	In a Catholic school, pupils are growing to be: 3.2.1.1. Loyal, able to develop and sustain friendships 3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 3.2.1.5. Courteous in their dealings with friends and strangers 3.2.1.6. Honest, committed to living truthfully and with integrity	In a Catholic school, pupils are growing to be: 4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible 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 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 4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness 4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts 4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication
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Religious understanding of human relationships: loving others	Pupils will 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 3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children 3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love 3.2.2.4. How to express love and care for others through acts of charity 3.2.2.5. How to discuss religious faith and personal beliefs with others 3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness	Pupils will be taught: 4.2.2.1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity 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 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 4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes 4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect 4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship 4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion
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KS3

KS4&5

Personal Relationships	Pupils will 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) 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. 3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these 3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship 3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences. 3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, the requirements for canonical validity, civil marriage, civil partnerships and other stable, long-term relationships. 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 3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child 3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.	Pupils will be taught: 4.2.3.1. To evaluate the extent to which their self-confidence and self- esteem are affected by the judgments of others 4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships 4.2.3.3. To manage changes in personal relationships including the ending of relationships 4.2.3.4. About harassment and how to manage this 4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond 4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood) 4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, the requirements for canonical validity, civil marriage, civil partnerships and other stable, long-term relationships. 4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support) 4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances 4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
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	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 3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	
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Keeping safe and people who can help me	Pupils will be taught: Keeping safe 3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent' 3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given. 3.2.4.5. How to use technology safely, and to be a discerning consumer of information online, including social media, consideration of their "digital footprint" and the law regarding the sharing of images 3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions People who can help me 3.2.4.8. There are a number of different people and appropriate organisations they can go to for help	Pupils will be taught: Keeping safe 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 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' rights, to give, not give or withdraw consent 4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships 4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming 4.2.4.5. To be confident in using technology safely, and to be a discerning consumer of information online, including social media, consideration of their "digital footprint" and the law regarding the sharing of images 4.2.4.6. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available. 4.2.4.7. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it People who can help me 4.2.4.8. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
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	in different situations and should be provided with information about how to contact them	4.2.4.9. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people 4.2.4.10. Where and how to obtain sexual health information, advice and support 4.2.4.11. About who to talk to for accurate, advice and support in the event of unintended pregnancy
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Theme 3: Created to live in community (local, national and global)

KS3

KS4&5

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 3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	In a Catholic school, pupils are growing to be: 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 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 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
Religious understanding of the importance of human communities	Pupils will be taught: 3.3.2.1. To discuss moral questions in a balanced and well informed way 3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all	Pupils will be taught: 4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas 4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation

KS3

KS4&5

Living in the wider world	Pupils will be taught: 3.3.3.1. The purpose and importance of immunisation and vaccination 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 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. 3.3.3.4. They have responsibilities towards their local, global and national community and creation 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 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 3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice 3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)	Pupils will be taught: 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 4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity 4.3.3.3. That extremism and intolerance in whatever forms they take, such as online bullying, hate speech, physical violence and knife crime, are never acceptable 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 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 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community 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 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
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