

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

ORGANISATION OF RELATIONSHIPS AND SEX EDUCATION

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

Consultation about this policy has taken place e.g.

- pupil focus groups / school council
- questionnaires to parents / carers in spring 2020
- review of RSE curriculum content with staff and pupils
- consultation with school governors

The following curriculum areas and the Ethos Committee of the Governing body are involved in the planning and delivery of relationships and sex education:

PSHE

THE RE DEPARTMENT

THE BIOLOGY DEPARTMENT

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.

DISSEMINATION

The 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 or upon request from the school office. 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". It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In Secondary schools RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."

STATUTORY CURRICULUM REQUIREMENTS

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships

Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

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. We recognise the curriculum entitlement of all pupils to Relationships and Sex Education (RSE) and adhere to the Government’s statutory guidance on this subject as published in 2019.

VALUES AND VIRTUES

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

AIM OF RSE AND OUR MISSION STATEMENT

Positive and prudent relationships and sex education forms an essential part of any genuinely Catholic education today - reflecting the positive Christian view of human sexuality which is set firmly within the context of personal and family relationships. As such, appropriate relationships and sex education respects the growing self-awareness of our students and their developing moral autonomy, whilst allowing them to discover the pathway to God.

Our Mission Statement and policy on spiritual and moral development already sets out our clear aims as being to help students to develop:

Salesian College is a Catholic school that seeks to appreciate and develop the talents and skills of each individual. Inspired by the life of Christ and his teaching, and the work of Don Bosco, we endeavour in active partnership with home, church and wider community, to prepare our students to face the future with confidence and take up the challenge of the Gospel.

We affirm that human sexuality is an essential dimension of personal identity as it forms a fundamental part of God’s gift of life through continuing creation, and reflects his own self-giving nature. “In his own image he made them; male and female he made them.” (Genesis 1.26-27). We seek to offer a profound understanding of the joy and depth of human sexual relationships: “God saw all that he had made and found it very good.” (Genesis 1.31).

As a Catholic community we believe that the most effective context for relationships and sex education is found within the partnership of family, school and church and that this requires an atmosphere of honesty, openness, warmth and trust between parents and staff, as well as between staff and students. 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.

The objective of RSE is to help support young people through their physical, emotional and moral development. A successful programme firmly embedded in PSHE Education, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. 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. 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.

Our RSE curriculum equips young people to make practical judgements about the right thing to do in particular circumstances, based on the understanding that love is central to, and the basis of, meaningful relationships.

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" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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.

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;
- 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.

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. (In looking at these questions, it is important to draw links to the school's social, moral, spiritual and cultural policy.)

RSE must be accessible for all pupils. Teaching will be differentiated and personalised to ensure that the content is accessible for all pupils, including those with SEND. Teaching will be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. When designing and teaching RSE, the school will take into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

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.

The School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect, with particular regard to the Protected Characteristics in the Equality Act 2010.

PROGRAMME / RESOURCES

The Appendix to this policy provides further information about the programme and resources for suggested use.

RSE will help to form and inform pupils for the opportunities, responsibilities and experiences of adult personal relationships. Our RSE curriculum provides a well-balanced, comprehensive programme which promotes the spiritual, moral, social, cultural and physical development of pupils at the School and of society,

and prepares such pupils for opportunities, responsibilities and experiences of adult life. It is designed to introduce topics at appropriate developmental points, in an age appropriate way, in order to be sensitive to the needs of the individual pupil, recognising the mix of pupils with different sexual orientations, genders and faith and family backgrounds.

Relationships and Sex Education is embedded into our PSHE programme, where we broadly follow the PSHE Association's programme of study. <https://pshe-association.org.uk/> Elements of RSE are also taught in Biology and Religious Education, as detailed in the appendix to this policy. Further details of topics covered in PSHE lessons, and the context in which they are covered, can also be found in the appendix of the PSHE Policy.

The PSHE Association programme of study is divided into three core themes. The two core themes which cover the RSE content are core theme 1: Health and Wellbeing and core theme 2: Relationships. The statutory guidance is comprehensively covered by learning opportunities across these core themes.

PSHE education addresses both pupils' current experiences and preparation for their future. The PSHE Association programme of study provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education

Along with the PSHE Association programme of study and resources we also deliver RSE teaching using TenTen Resources and their programme of study called "Life to the Full". <https://www.tentenresources.co.uk/>

The framework of this programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. <https://www.catholiceducation.org.uk/>

"Life to the Full" is taught by revisiting the same topics at an age-appropriate stage through their school life. The children's learning includes:

- personal health
- physical and emotional wellbeing
- strong emotions
- private parts of the body
- personal relationships
- family structures
- trusted adults
- growing bodies (including puberty, periods and life cycles)
- the dangers of social media
- where babies come from
- an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created, chosen and loved by God. We make sure that this learning is fully inclusive of all pupils and their families, whatever their circumstances or personal life choices.

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

ASSESSMENT AND REPORTING

The delivery of PSHE and RSE is monitored by the PSHE & RSE Co-Ordinator, supported by the Head of RE, Head of Biology and the Heads of Year, through consultation with pupils and Form Tutors, and via regular learning walks. Pupils' development in RSE is monitored by Form Tutors, through discussion and other activities as part of the PSHE curriculum.

For pupils in Years 7-11, baseline assessment will be introduced at the start of each new PSHE/RSE topic which will culminate in an end of unit assessment. Copies of these records will be kept in the pupils' OneNote. These progress trackers will be accessible throughout their Salesian career and will remain in the PSHE folder in OneNote.

Parents receive communication of the pupil's progress in PSHE as part of the annual report cycle and, where appropriate, this will cover the relevant aspects of RSE.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more.

Parents are the first teachers of their children and have the most significant influence in enabling them to grow and mature and to form healthy relationships. Our teaching of PSHE and specifically RSE is positioned alongside this premise and all parents have access to the school's Relationships and Sex Education Policy. The PSHE & RSE Co-ordinator will write to parents outlining the PSHE and RSE topics that their son or daughter will be studying during the course of the year.

Parents were consulted before this policy was ratified by the Governors. They will continue to 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 receive further advice, support and access to TenTen resources used by the school in the RSE programme. Our aim is that every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents 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.

There is no right to withdraw from Relationships Education or Health Education. Pupils also may not be withdrawn from the statutory elements of Relationships and Sex Education as laid down in Government guidance, or from the elements of Relationships and Sex Education that are covered by GCSE examination specifications in Biology, Combined Science or Religious Education.

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 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. 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.

EXTERNAL VISITORS

Our school will 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.

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.

RESPONSIBILITIES OF THE RSE LINK GOVERNOR

A link governor from the Ethos Governors committee will oversee RSE at the College working along with the PSHE / RSE Co-ordinator, the Head of RE and the Head of Biology.

The role of the link governor is to ensure the following:

- All pupils make progress in achieving the expected educational outcomes.
- Relationship Education is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- RSE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- The governor will also have wider responsibilities in relation to maintaining and developing the religious ethos of schools through the delivery of the RSE curriculum.

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.

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.

HEADTEACHER

The Headteacher 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 headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

ALL STAFF

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

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the 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.)

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.

Our RSE programme is an integral part of our whole school PSHE education provision and as such this policy must be viewed in conjunction with the PSHE Education policy.

In developing the RSE policy we have also taken account of our existing policies on:

- Safeguarding Children & Child Protection
- Anti-Bullying
- Mental Health and Wellbeing policy

CHILD SAFEGAURDING PROCEDURES

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. All issues of a safeguarding and child protection nature are referred in the first instance to the Deputy Head - Pastoral as DSL. If the Deputy Head - Pastoral is unavailable then referrals are made to the Assistant Head as the DDSL or to the Head.

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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

At Salesian College, we would hope to create within the classroom an environment of support where everyone feels comfortable about expressing their views and concerns. However, members of staff cannot and should not promise total confidentiality. If a pupil asks for help or advice from any member of staff it should be made very clear that any disclosures may be passed onto the Deputy Head - Pastoral as the Designated Safeguarding Lead (DSL), the Assistant Head as the Deputy Designated Safeguarding Lead (DDSL) or the Head.

MONITORING AND EVALUATION

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

This policy is:

- Monitored and evaluated annually by the PSHE Education Coordinator/Heads of Year/Head of Religious Education/Head of Biology.
- Informed by student voice and parental consultation. Formally reviewed as part of the Governing Body's rolling programme of policy scrutiny.

LINKS TO OTHER GUIDANCE

Key documents that inform the College RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Education Act
- Learning and Skills Act
- Education and Inspections Act
- Equality Act
- Supplementary Guidance SRE for the 21st century
- Keeping children safe in education – Statutory safeguarding guidance
- Children and Social Work Act
- Catholic Education Service guidance

CONCERNS

Concerns relating to any aspect of the Relationships and Sex Education programme should be made in writing to the Headmaster.

APPENDIX 1 – BREAKDOWN OF RSE ACROSS CURRICULUM

	PSHE	Biology	Religious Education	Assemblies & External Speakers
Year 7	<p>Transition and safety Transition to secondary school and personal safety in and outside school, including first aid</p> <p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>Peer Education Project Mental health and emotional wellbeing, including 5 ways to well-being and coping strategies</p> <p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices.</p> <p>Diversity Diversity, prejudice, and bullying</p> <p>Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>Module 7B: -sexual reproduction -male and female reproductive systems -gametes (sex cells). -becoming pregnant and fertilisation (not including contraception) -Gestation and Birth -Puberty and the menstrual cycle</p> <p>Module 7C: -Drugs, alcohol and smoking. Including what a drug is, types of drugs, risks and social, health and relationship impact of drugs, alcohol and smoking - drugs in sports and its impact.</p>	<p>Retreat programme focus on friendship and community; working as a team (form contracts etc.)</p> <p>Life and legacy of Don Bosco and the values that a Salesian should demonstrate, for themselves and with others.</p> <p>Life of Jesus focus on morality and how choices impact others</p>	Year Group Talk

	PSHE	Biology	Religious Education	Assemblies & External Speakers
Year 8	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p> <p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p> <p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>		<p>Religion and morality looking to the impact our actions can have on others.</p> <p>Sacraments (reconciliation) with a focus on restoring and rebuilding relationships</p>	
Year 9	<p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Citizenship The development of a</p>	CB1c Gametes	Medical ethics – looking at the ethics of abortion and the challenges surrounding this.	

	PSHE	Biology	Religious Education	Assemblies & External Speakers
	<p>democratic Government and the right and responsibilities of citizens.</p> <p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.</p>			
Year 10	<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p> <p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>Addressing extremism and radicalisation Community cohesion and challenging extremism</p>	<p>CB5b/SB5b: - Alcohol and disease</p> <p>CB5i/SB5i: - Sexually transmitted diseases – Screening -HIV -Contraception</p>	<ul style="list-style-type: none"> • Christian and Jewish teachings and practices of marriage • Sacramental importance of reconciliation 	
Year 11	<p>Communication in relationships Personal values,</p>	<p>CB7c/SB7c/SB7d: -The menstrual cycle</p>	<ul style="list-style-type: none"> • Human Sexuality 	

	PSHE	Biology	Religious Education	Assemblies & External Speakers
	<p>assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</p> <p>Independence Responsible health choices, and safety in independent contexts.</p> <p>Families Different families and parental responsibilities, pregnancy, marriage and changing relationships.</p>	<p>-Hormonal and barrier contraception.</p> <p>-Problems with conceiving,</p> <p>-Assisted Reproductive technology e.g. hormones (like clomifene) and IVF</p> <p>-Embryo screening</p>	<ul style="list-style-type: none"> • Sexual relationships before and outside of marriage • Contraception 	

APPENDIX 2 – SALESIAN COLLEGE PSHE PROGRAMME



PSHE at Salesian College is an important aspect of our Pastoral Care System. Every pupil is encouraged to develop an awareness of their role in society, now and in the future. These topics reflect the ethos of the College and the values we hope to develop in our Christian community. The pupils need to understand and respect each others' strengths and weaknesses and at the same time develop their own potential – intellectually, physically, socially, emotionally, creatively and spiritually.

PSHE at Salesian College is separated into 6 overarching categories:

- 1) Mental Health and Wellbeing
- 2) Healthy and Unhealthy Relationships
- 3) Citizenship (including aspirations and finance)
- 4) Personal Safety and Risk Management
- 5) Physical and Sexual Health
- 6) Diversity and Prejudice

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Topic 1 Rotation for years 10 & 11	Topic 2 Rotation for years 9, 10 & 11	Topic 3 Rotation for years 9, 10 & 11	Topic 4 Rotation for years 9, 10 & 11	Topic 5 Rotation for years 9, 10 & 11	Topic 6 Rotation for years 9, 10 & 11
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	(Building relationships – Finish off this topic) Peer Education Project Mental health and emotional wellbeing, including 5 ways to well-being and coping strategies	(Peer Education Project – Finish off this topic). Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices.	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact.
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Financial decision making Saving, borrowing, budgeting and making financial choices	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Community and aspirations Equality of opportunity in careers and life choices, and different types and patterns of work	Citizenship The development of a democratic Government and the right and responsibilities of citizens.	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Exploring influence The influence and impact of drugs, gangs, role models and the media	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Stewardship and Global Solidarity How our actions are affecting the earth and the poorest people
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Citizenship Government roles, electoral systems, expenditure of public money, local regional and international Government	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
Sixth Form	Year 12: Induction to Sixth Form & GCSE Results Review	Physical & Sexual Health	Politics, diversity and prejudice	Healthy and Unhealthy Relationships	Career and Aspirations, Money	
	Year 13: AS Review & UCAS	Physical & Sexual Health	Politics, diversity and prejudice	Healthy and Unhealthy Relationships	Media Influence, Personal Safety and Risk Management	

Policy Control	
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