

New RSE / PHSE Guidance

Parents' Information 13th July 2020



Department
for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

**Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers**

Statutory Content

- **Health Education and Relationships and Sex Education (RSE)** education will be compulsory in all secondary schools from September 2020 – recent amendment, Summer 2021.
- **This covers broad areas of particular relevance and concern to children and young people today.** It should ensure that every pupil is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).
- **Schools should tailor their programme to the needs of their pupils and communities in order to be effective. There is no ‘one-size-fits-all solution’ but PSHE education needs regular curriculum time.**
- **Health, relationships, economic wellbeing and successful careers are all linked. PSHE is the glue that binds them together.**



Schools with Distinctive Faith Backgrounds

- In **all** schools, when teaching these subjects, the religious background of all pupils must be taken into account, so that the topics that are included in the core content in this guidance are **appropriately handled**.
- Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.
- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Key Staff & Practical Considerations

- Ashley Willis / Sian Bithell
- RE department including lay Chaplain, R Gradwell
- Personal Development Lead: S Cumbo
- Charlotte Slattery
- Cath Machin
- Charlotte Appleyard

- RSE to be part of the RE curriculum, taught in RE lessons years 7-10
- PHSE to have a timetabled lesson 1 per fortnight, years 7-10.
- Additional drop down days may be used to complement.
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Right to Withdraw.

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
 - Parents do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.
 - **There is no right of withdrawal from National Curriculum science** which includes elements of sex education such as puberty and reproduction.
 - Three terms before they turn 16, **a student can opt back in to sex education lessons** against their parents' wishes.
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RSE / PSHE Policy

St Joseph's College

RELATIONSHIPS AND SEX EDUCATION & PERSONAL, SOCIAL, HEALTH EDUCATION POLICY

"I have come that they may have life, and have it to the full." (John 10:10)

THIS POLICY LINKS WITH:

- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Drug and Alcohol Education policy
- Equal Opportunities policy
- Health and Safety policy and other linked policies and risk assessments
- ICT acceptable use policy
- Managing Allegations Policy
- Safeguarding: E-Safety policy
- Safeguarding: Extremism and Radicalisation policy

Date of Latest Review:	September 2020
Next Review Date:	September 2021
Policy Available for Staff at:	Website
Policy Available for Parents at:	Website
RSE / PSHE Lead:	Mrs C Slattery / Miss C Appleyard
Headteacher:	Ms M Roberts

- All secondary schools will be required to have a Relationships and Sex Education policy in place. This must be freely available for parents to access, and include:
 - an outline of content
 - a rationale for this learning
 - a clear procedure for withdrawal from sex education
 - reasons why the school believes children should not be withdrawn from these lessons
- Consultation is also with governors currently and due with students in September 2020.



reflective articulate creative
enthusiastic **Confident** co-operative
secure knowledgeable listener optimistic active capable
courageous **happy healthy independent**
inventive understanding responsible inquisitive team-player
player **respectful** adaptable **resilient**
self-assured imaginative determined team practical
honest sociable **Motivated**
resourceful empathetic positive

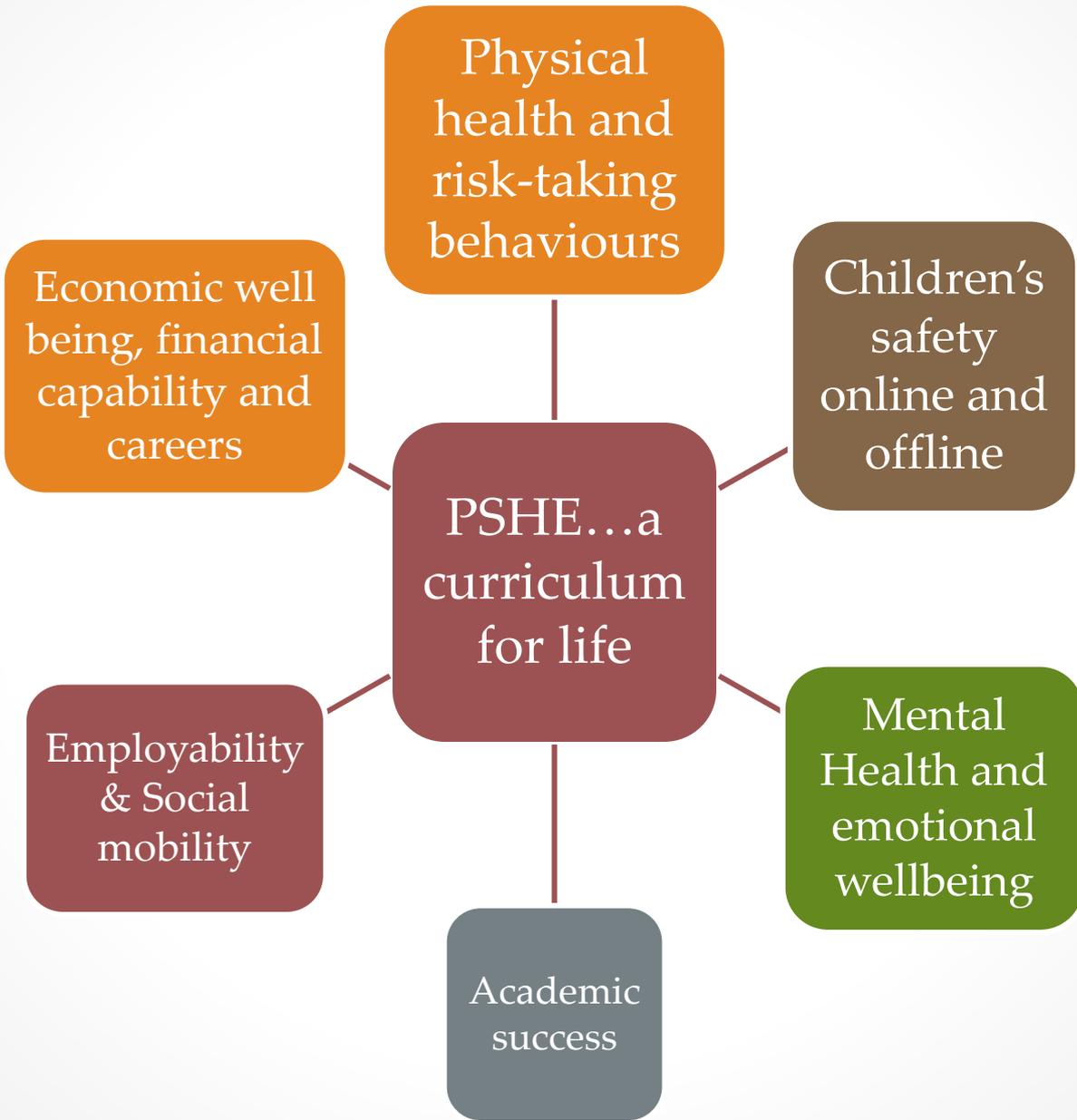


Why PSHE matters

- PSHE gives pupils the knowledge, skills, and attributes they need to **keep themselves healthy and safe** and to **prepare them for life and work in modern Britain**.
- PSHE helps pupils to develop the knowledge, skills and attributes they need to **thrive as individuals, family members and members of society**. From making **responsible decisions** about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.
- PSHE is a 'curriculum for life'



PSHE can have a positive impact:



The PSHE Curriculum at St. Joseph's College

- Spiral Curriculum , with three core themes:
 - **Health and Wellbeing**
 - **Relationships**
 - **Living in the Wider World**

PSHE focus in September:

As they return to school, pupils may struggle with:

- Fear, anxiety and uncertainty
- Transition
- Relationships
- Self-regulation, concentration and engagement.
- Adapting

The PSHE curriculum will focus on:

- Transition
- Friendship
- Promoting well-being including managing anxiety, promoting positive well-being, coping strategies and dealing with change.
- Media consumption
- Staying safe physically and emotionally, including online.
- Change and loss

St Joseph's College Personal, Social, Health Education (PSHE) : Overview 2020-2021

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition Transition to secondary school and personal safety in and outside school. Mental Health and emotional wellbeing - COVID-19 Recovery	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building healthy relationships Online friendships, recognising unhealthy relationships, online safety	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Emotional wellbeing Mental health and emotional wellbeing, COVID-19 recovery	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Identity and relationships Gender identity, sexual orientation, consent, 'sexting'	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Emotional wellbeing Mental health and emotional wellbeing, COVID-19 recovery	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, first aid	Diversity Equality Act 2010, celebrating diversity, visibility and positive representation	Employability skills Employability and online presence
KS4	Emotional wellbeing Mental health and emotional wellbeing, COVID-19 recovery	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Communication in relationships Personal values, assertive communication, relationship challenges and abuse	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

Year 7

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition Transition to secondary school and personal safety in and outside school. Mental Health and emotional wellbeing - COVID-19 Recovery	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building healthy relationships Online friendships, recognising unhealthy relationships, online safety	Financial decision making Saving, borrowing, budgeting and making financial choices

Year 8

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 8	Emotional wellbeing Mental health and emotional wellbeing, COVID-19 recovery	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Identity and relationships Gender identity, sexual orientation, consent, 'sexting'	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

Year 9

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 9	Emotional wellbeing Mental health and emotional wellbeing, COVID-19 recovery	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, first aid	Diversity Equality Act 2010, celebrating diversity, visibility and positive representation	Employability skills Employability and online presence

KS4 - Year 10

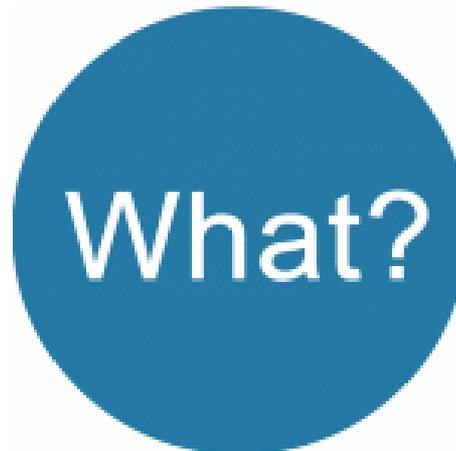
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The relationship prayer

Jesus, help us know when to pursue, when to back down, when to let go, when to open up, when to share, when to listen, when to release, when to love well, when to forgive, when to give up bitterness, when to humble ourselves, when to stand up, when to pray.

We give you every. single. one. of our relationships--the awesome ones, the ones that drain, the ones conflicted, the ones confusing, the ones stumbling back, the ones familial, the ones filled with addictions, the ones far from Jesus, the ones of many years, the ones of a few weeks, the ones online, the ones in person.

Help us love well, release well, speak well, and listen exceedingly well. Amen.



An online subscription platform from the founders of the Catholic professional theatre company, Ten Ten, providing high-quality, media-rich, resources, enriching the Catholic ethos of all schools which use the site.

Ten:Ten RSHE Programme

1. Quality
2. Content
3. Structure
4. Time Requirements
5. Place in the Curriculum
6. Delivery
7. Catholicity

1. Ten:Ten RSHE - Quality

The cinema experience was outstanding and the pupils thoroughly enjoyed it. The films allow them to engage less shyly when asked to share their thoughts and they were less afraid to feed back in front of their peers. The quality of the films was excellent and the performances wholly convincing.

Therese Horsefield, St Thomas More, Eltham

Staff and pupils were very impressed. The films were made to a high production standard. It was extremely professional and you achieved the outcomes of the sessions.

Kieran Campbell, St Aloysius, Highgate

High quality production, very slick and got all of our students on the edge of their seats - they were engrossed in the storyline and the discussion.

Paul Walton, Cardinal Wiseman, Greenford

Students were really positive about the session – they found it interesting and engaging, they felt they could relate to it and had heard of people being in similar situations here at school, and for some of them they thought it gave them a different way of thinking about sex and relationships. As form tutor I think it is the best session of its type I have been involved in

Comments from various staff at Ratcliffe College

The sessions were brilliant. They are really high quality and the students responded very well to them. I feel it allowed a greater understanding of the characters and made it more real. Overall the whole thing was brilliant, thank you.

Rachel Thompson, St Martin's Academy, Leicester

Students were engaged throughout and the proof of the success of the programme was the discussion that took place on their return to class. The treatment of serious issues was fair and not 'sugar coated' and the Catholic view was highlighted. Responses from some of our students clearly showed that the content was correctly pitched and stimulated discussion. All students were engaged - the films were excellent quality and the questions appropriate.

Kerry Davies, St Edmunds, Wolverhampton

Staff, pupils, the Headteacher and I thought it was amazing.

Natalija Dujkic, St Paul's, Birmingham

The day was very successful. Staff and students have been very positive about the experience. The quality was superb, students were clearly engaged and the outcomes were achieved.

John O'Callaghan, St Michael's, Watford

I would like to express how happy we were . I spoke to a lot of the boys after each session and they found it very interesting and relevant.

Pierre Cargill, Wimbledon College

<https://www.tentenresources.co.uk/secondary/videos-endorsements/>

- A very quick overview of 3 of the “Cinema” resources

<https://www.tentenresources.co.uk/secondary/lttf-secondary-3-minute-taster/>

- A taste of the introduction to the Year 9 Module.
- It hopefully gives an insight into the philosophy behind the curriculum and its design, so to ensure that the delivery is inclusive and recognises the diverse range of perspectives and life experiences which the students may bring to the lessons.

2. Ten:Ten RSHE - Content

“For almost 2 years, Ten Ten has been working in partnership with **11 Catholic dioceses in England and Wales**, as well as the **Catholic Education Service**, to create a fully-resourced scheme of work – “Life to the Full.”

“The framework of our 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.”

Life to the Full will address the needs of young people where they are at in today's world. The teaching includes lessons on puberty, personal hygiene, fertility, menstruation, family and friends, sexual intimacy, delaying sex, an understanding of the body, sexuality, marriage, gender, online relationships, social media, consent, grooming, pressure, STIs, contraception and natural family planning, abortion/miscarriage, the effect of drugs and alcohol on relationships, pornography and sexual exploitation. The programme will be fully inclusive of all students.

3. Ten:Ten RSHE Programme Structure

- There are 5 modules over the course of the programme, to be completed between Y7-11
- Each module has 7 themes in it.
- Each theme is revisited in each of the modules, so that they build on top of another in way which is described as a spiral curriculum.

RE Session: Religious Understanding	Session 1: My Body	Session 2: Emotional Well-Being	Session 3: Life Cycles	Session 4: Personal Relationships	Session 5: Keeping Safe	Session 6: Wider World
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Y7 RSHE – Content & Structure

Subject	Core Theme	Session title	Description
RE	Religious Understanding	Who Am I?	Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.
RE or PSHE	My Body	Changing Bodies	Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan for them and He is with them throughout it all.
	Emotional Well-Being	Healthy Inside and Out	Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.
	Life Cycles	Where We Come From	Pupils will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made.
	Personal Relationships	Family and Friends	Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.
	Keeping Safe	My Life on Screen	Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.
	Wider World	Living Responsibly	Pupils will learn the effects of their actions on others and understand the concept of social responsibility.

SESSION 1



Cinema-in-education session

SESSION 2



Seeking and Offering Support

SESSION 3



Looking in the Mirror

4. Ten:Ten RSHE – Time Requirements

RE Session: Religious Understanding	Session 1: My Body	Session 2: Emotional Well- Being	Session 3: Life Cycles	Session 4: Personal Relationships	Session 5: Keeping Safe	Session 6: Wider World
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Each session takes approximately 2 lessons to deliver

Each of the cinema sessions takes 1 lesson to deliver

Approximately 17 hours of curriculum time is need to deliver each module

5. Ten:Ten RSHE – Place in the Curriculum

RE Session: Religious Understanding	Session 1: My Body	Session 2: Emotional Well- Being	Session 3: Life Cycles	Session 4: Personal Relationships	Session 5: Keeping Safe	Session 6: Wider World
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1. Deliver each module outside the curriculum through 34 Form-Time Slots.
2. Deliver it over the course of a Half Term. (3-4 lessons a week)
3. Suspend the curriculum for 3 ½ days to cover the 17 hours.

6. Ten:Ten RSHE – Place in the Curriculum

RE Session: Religious Understanding	Session 1: My Body	Session 2: Emotional Well-Being	Session 3: Life Cycles	Session 4: Personal Relationships	Session 5: Keeping Safe	Session 6: Wider World
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Let's Build Relationships:	<i>Q: "Who Am I?"</i>	<i>Final Half Term of Year 7</i>
	<i>Q: What does it mean to say I am "Created & Chosen"</i>	<i>First Half Term of Year 8</i>
Let's Question Relationships:	<i>Q: Where do I and should I Search for Love</i>	<i>Final Half Term of Year 8 [And 4th Half Term of Year 9]</i>
	<i>Q: Do my relationships give me "Authentic Freedom"?</i>	<i>5th Half Term of Year 9</i>
	<i>Q: Are my relationships built on "Mutual Respect?"</i>	<i>Final Half Term of Year 10</i>

7. Ten:Ten RSHE – Delivery

RE Session: Religious Understanding	Session 1: My Body	Session 2: Emotional Well- Being	Session 3: Life Cycles	Session 4: Personal Relationships	Session 5: Keeping Safe	Session 6: Wider World
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1. Divide up the 17 lessons content between different Departments and ask each teacher to take different parts of the curriculum
2. Ask 1 Department to build 17 lessons worth of space into their curriculum and to full take responsibility for its delivery.

Ten:Ten RSHE – Delivery & Catholicity

Year 7	Autumn Term		Spring Term		Summer Term		
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	
Unit of Work	<i>Let's build Community!</i>					<i>Let's build Relationships!</i>	
The Big Question					<i>Who Am I?</i>		
Year 8	Autumn Term		Spring Term		Summer Term		
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	
Unit of Work	<i>Let's build relationships!</i>	<i>Let's build the Kingdom!</i>				<i>Let's build relationships!</i>	
The Big Question	<i>Who Am I?</i>				<i>What does it meant to say I am: "Created & Chosen"</i>		
Year 9	Autumn Term		Spring Term			Summer Term	
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2a	Half term 2b	Half-Term 1	Half-Term 2
Unit of Work	<i>Let's Question Life!</i>		<i>Let's Question God!</i>		<i>Let's Question Relationships!</i>		<i>Let's Question Faith!</i>
The Big Question				<i>Where do I and should I Search for Love</i>	<i>Do I have "Authentic Freedom"? (a)</i>		
Year 10	Autumn Term		Spring Term		Summer Term		
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	
Unit of Work					<i>GCSE Theme A: Relationships</i>	<i>"Authentic Freedom"^(b) & Respect.</i>	
The Big Question						<i>Let's Question Relationships</i>	

Year 7	Autumn Term		Spring Term		Summer Term		
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	
Unit of Work	Let's build Community!					Let's build Relationships!	
The Big Question	Where Am I?	How did I get here?	Who else is here?	Who are they? How did they get here?		Who Am I?	
Year 8	Autumn Term		Spring Term		Summer Term		
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	
Unit of Work	Let's build relationships!	Let's build the Kingdom!				Let's build relationships!	
The Big Question	Who Am I?	Where do I fit in? What is my role?	How do I know what is right and wrong?	How should I respond when people do wrong? Can we repair and reconcile?		What does it mean to say I am: "Created & Chosen"	
Year 9	Autumn Term		Spring Term			Summer Term	
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2a	Half term 2b	Half-Term 1	Half-Term 2
Unit of Work	Let's Question Life! Religion and Life (AQA Spec A – Theme B)		Let's Question God! The Existence of God & Revelation (AQA Spec A – Theme C)		Let's Question Relationships! Challenge UK & Ten Ten		Let's Question Faith! (AQA GCSE Spec B)
The Big Question	Why does the universe & life exist? Should the fact that it does exist have any impact on the way I live my life?		Does God exist? If so, what is God like? And what are the problems with making claims about God's existence or nature?		Where do I and should I "Search for Love"	Do I have "Authentic Freedom"? (a)	Why Monotheism?
Year 10	Autumn Term		Spring Term		Summer Term		
	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	Half-Term 1	Half-Term 2	
Paper	Judaism – Paper	Catholicism – Paper 1			Themes – Paper 2Y	"Authentic Freedom"(b) & Respect.	
Unit of	Judaism Recap	Creation	Kingdom of God	Eschatology	Theme A: Relationships	Let's Question	

Ten:Ten RSHE Programme

1. High Quality
2. Diocesan and DfE Approved Content
3. Well Structured (A Spiral Curriculum)
4. A significant time commitment. (Depth and Breadth; not tokenistic)
5. Integrity (Contained Half Term Blocks)
6. Continuity & Teacher/Student Relationships
7. RE Specialists



Online Parent Portal



Primary Schools

Life to the Full
A programme in **Relationship Education** for Catholic primary schools

Secondary Schools

LIFE TO THE FULL
A programme in **Relationship and Sex Education** for Catholic secondary schools

Please log in to enter.

Username or Email:

Password:

[forgot password?](#)

Remember Me

Log Me In

E:Learning Platform

Relationships, Sex and Health Education

We are delighted to announce the launch of our E-Learning Platform, a partnership between **Ten Ten Resources** and the **Catholic Education Service** in conjunction with the **Department for Education**. The online course provides training for teachers in Catholic primary and secondary schools on the new statutory RSHE (Relationship, Sex and Health Education) curriculum.

- Suitable for Headteachers, SLT, Governors, class teachers and parents.
- All teachers in a school can register - there is no limit on numbers.
- Candidates who successfully complete the course will receive Certificate of Completion from the Catholic Education Service signed by Bishop Marcus Stock, Chair of the CES.
- Course registration is free-of-charge.

Please note that if you have a subscription with **Ten Ten Resources**, you will not be able to use your usual login credentials. You will need to register again as the course sits on a separate platform.

[Register & Begin Course \(new tab\)](#)



Life to the Full is a fully-resourced programme of study in RHE for Catholic primary schools and in RSHE for Catholic secondary schools, produced by Ten Ten Resources.

We are currently offering all schools **FREE Extended Access** to the entire programme until **Friday 22 May 2020**. To sign-up for free access, please follow the links below:

[Primary Schools](#)

[Secondary Schools](#)