

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 Education and the Management of Drug Related Incidents Policy
- Equal Opportunities policy
- Health and Safety policy and other linked policies and risk assessments
- ICT acceptable use policy
- Managing Allegations Policy
- Safeguarding: Online Safety & Social Media policy
- Safeguarding: Child Protection Policy

Date of Latest Review:	November 2023
Next Review Date:	November 2024
Policy Available for Staff at:	TEAMS
Policy Available for Parents at:	Website
RSE / PSHE Lead:	Mrs C Slattery / Mrs Gilding / Mrs S Cumbo
Headteacher:	Ms M Roberts

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1. Aims:

“We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed. We all need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand, and often from sources which damage them and their capacity to love.”

(‘Learning to Love’ Catholic Bishops’ Conference, 2017)

“...any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church’s teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework.”

(A Model Catholic RSE Curriculum, CES 2016)

The aims of relationships and sex education (RSE) and personal, social and health education (PSHE) at our school are to:

Enable the students to understand and appreciate the fundamental Christian values of the sacredness of life and of their own worth made in the image and likeness of God.

Encourage students to develop a positive attitude towards sexuality as a God-given gift and a respect for their bodies and those of others.

Enable students to develop a knowledge and understanding of the Church’s teachings on sexuality, marriage and family life.

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. We are required to ensure that children are protected from inappropriate teaching materials and learn the nature of marriage and its importance for family life. We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach health education under the same statutory guidance (Relationships and Sex Education (RSE) and Health Education, 2019)

At St Joseph’s College we teach RSE and PHSE as set out in this policy.

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3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a member of staff pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Pupil consultation – we investigated what exactly pupils want from their RSE

Governors – a draft policy was provided to governors to take into account their input

Ratification – once amendments were made, the policy was shared with governors and ratified

Review – policy now forms part of the school's review cycle

4. Definition

At St Joseph's College, all RSE is taught with our distinctive Catholic perspective at the forefront; balanced debate may be encouraged to explore other perspectives.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE / PSHE

RSE is taught both through Personal Development lessons and within the RE curriculum. Biological aspects of RSE are taught within the science curriculum. PHSE is taught through Personal Development lessons and some aspects are included in DT Food (Healthy Eating) and PE (Health and Fitness).

The curriculum is complemented by the tutor programme, stand-alone sessions and PSHE days delivered by outside agencies and trained health professionals.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

PSHE is taught in discrete lessons each fortnight by our dedicated Personal Development lead and focuses on giving young people the information they need to make well informed, positive choices about their own health and well-being. This includes:

Mental well-being

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent bodies

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers) and different faith backgrounds.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The full governing board will approve the RSE & PSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE & PSHE are taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE and PSHE in a sensitive way
- Modelling positive attitudes to RSE and PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE
- Staff do not have the right to opt out of teaching RSE or PSHE. Staff who have concerns about teaching RSE and PSHE are encouraged to discuss this with the headteacher.

Key Responsibilities:

SLT Lead on RSE: C Slattery

SLT Lead on PSHE: C Slattery

SLT Lead on CIAG: S Gilding

Personal Development Lead: S Cumbo

Personal Development teacher: D Brierley

Staff delivering RSE: RE department and Lay Chaplain, T Selby

Citizenship Coordinator: C Machin

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to, and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no withdrawal option from the scientific statutory curriculum elements

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff delivering RSE are trained in its delivery as part of their induction through TEN:TEN.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE and PSHE.

11. Monitoring arrangements

The delivery of RSE and PSHE is monitored by C Slattery / S Gilding through line management structures, work scrutiny and learning walks.




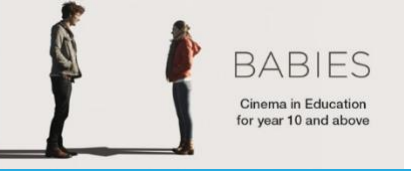
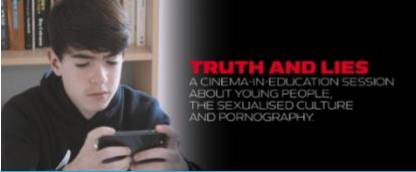

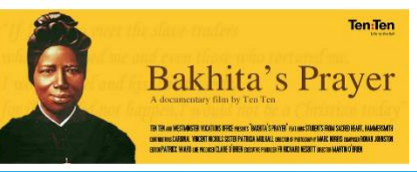
Personal Development forms part of the quality assurance process in line with other curriculum subject areas

Pupils' development in RSE and PSHE is monitored by those delivering RSE / PSHE as part of our internal assessment systems.

This policy will be reviewed by CS / SG every two years, unless guidance changes. At every review, the policy will be approved by the full governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – ‘Life to the Full’

Year 7 	Year 8 	Year 9 	Year 10 
<p>Session 1: Film and discussion session</p> <p>Session 2: Seeking and Offering Support</p> <p>Session 3: Looking in the Mirror</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Trust the Truth (Part 1)</p> <p>Session 3: Trust the Truth (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: The Gift of Self</p> <p>Session 3: The Gift of Sex</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Responding to an Unexpected Pregnancy</p> <p>Session 3: Safe Sex or Save Sex?</p>
Year 11 	Year 12 	Year 13 	<ul style="list-style-type: none"> - Each session fits into a 50-minute lesson; - Guidance will be given on how to divide the session in two to create 25-minute sessions (not Session 1: Film and Discussion); - “Film and Discussion” sessions are designed to work with whole year groups or half-year groups. They include prayer and reflection, so are best being led by members of staff confident leading this aspect of the work. - Alternatively, a Ten Ten facilitator can be booked to lead these sessions in school.
<p>Session 1: Film and discussion session</p> <p>Session 2: Truth or Lie? (Part 1)</p> <p>Session 3: Truth or Lie? (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Life in Sixth Form (Part 1)</p> <p>Session 3: Life in Sixth Form (Part 2)</p>	<p>Session 1: Film and discussion session</p> <p>Session 2: Human Trafficking (Part 1)</p> <p>Session 3: Human Trafficking (Part 2)</p>	

YEAR 7 OVERVIEW

Subject	Core Theme	Year 7 Session title	Description
RE	Religious Understanding	My Body	The core Religious Understanding taught at the outset of this module is that we are created as one whole person, both body and soul. Students will understand that part of loving and accepting themselves in the way that God sees, loves and respects them is to see, love and respect their body as a given aspect of who they are. Students will know that their uniqueness, value and dignity derive from God and subsequently recognise the respect they should have for themselves as persons.
PSHE	My Body	Changing Bodies	Building on this Religious Understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes.
	Emotional Well-Being	Healthy Inside and Out	In this session, students identify what contributes to self-confidence and self-esteem. Building on the previous exploration of body shapes and sizes, they will explore the effect of body image on self-esteem and learn techniques to help them increase self-confidence and self-esteem.
	Life Cycles	Where We Come From	Rooted in the Religious Understanding that we are both body and soul, enables students to understand sexual intercourse within a scientific, moral and religious context. This leads students to a richer understanding of human reproduction including fertility and the menstrual cycle.
	Personal Relationships	Family and Friends	In this session, students will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, consider appropriate and inappropriate behaviour with families and friends and understand the qualities of true friendship versus popularity.
	Keeping Safe	My Life on Screen	Rooted in the RE teaching about our bodies, students will explore what it means to have an 'online body' or identity, and if this differs from their core identity. Students will recognise that they are responsible for their online behaviour and how to inform their conscience. NB This lesson should be taught in addition to a wider online safety curriculum, not replace it.
	Wider World	Living Responsibly	This session builds on learning in previous sessions about appropriate and inappropriate behaviour within our local, national and global community. It explores social responsibility, respect for self and others, and what it means to be a responsible and active part of these communities.

YEAR 8 OVERVIEW

Subject	Core Theme	Year 8 Session title	Description
RE	Religious Understanding	Created and Chosen	To begin this Year 8 module, this foundational RE lesson helps students to develop an appreciation that their deepest identity is in God; as people created, chosen and loved by God. Students will learn that science proves their uniqueness and they will celebrate the uniqueness of their God-given body, nature, gifts and talents.
PSHE	My Body	Deepest Identity	Building on the core teaching in the Religious Understanding session about our deepest identity being in God, students will learn about some of the ways people may choose to articulate their identity, including gender and sexual identity. They will learn that 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.
	Emotional Well-Being	What do I do with these feelings?	This session explores sexual attraction and sensual pleasure and helps students to understand these feelings within the context of our deepest identity being rooted in God. This leads to an exploration of all kinds of pressure: spoken and unspoken, positive and negative, from self and others. Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.
	Life Cycles	Before I Was Born	Building on the teaching that we have been created and chosen by God, students will learn about the stages of life from conception to birth and engage in discussion about the moment of conception and explore views about when life begins. Students will also learn about the negative impact of substance use on both male and female fertility.
	Personal Relationships	When Relationships Get Tough	Students will learn how to care for and love another regardless of difference; this includes an understanding of the 'protected characteristics' such as disability, gender reassignment, race, religion, sex, sexual orientation, etc. Students will be taught how to recognise and resist bullying, coercive or controlling behaviour, and consider who they can talk to about difficult relationships or issues.
	Keeping Safe	Think Before You Share	In this session, students will explore the legal, moral, social and personal impact of sharing images of a sexual nature. Building on the previous sessions about their God-given identity, students will understand that not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation. NB This lesson should be taught in addition to a wider online safety curriculum, not replace it.
	Wider World	Living in an Unjust World	Exploring the issue of prejudice, students will recognise that we are called by God to love and respect one another; seeing in the other person a son or daughter of God and that a person has a value and dignity that far surpasses their culture, race, religion, sexual orientation, choices and attitudes.

YEAR 9 OVERVIEW

Subject	Core Theme	Year 9 Session title	Description
RE	Religious Understanding	The Search for Love	This RE lesson begins the Year 9 module by exploring the search for love that is part of human nature. Students explore the notion that our search for love is not ultimately satisfied by another human being, however wonderful this may be; that human love is a sign of the “greater love” of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human that should be delayed until marriage.
PSHE	My Body	In Control of My Body	Building on the teaching in RE about sexual intimacy, this session explores some key issues for Year 9 students regarding physical intimacy: How far is too far? Pressure to perform or look a certain way; Bodily autonomy; Respecting self and others. Students will consider how to take care of their bodies in a variety of different ways.
	Emotional Well-Being	In Control of My Choices	This session helps students to understand the importance and benefits of delaying sexual intimacy. It explores sexual experimentation, virginity, the difference between love and lust, and dealing with shame and regret. Students will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices.
	Life Cycles	Fertility and Contraception	Students will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will be taught the Church’s teaching on contraception and the value of life, and they will learn the specific ways in which the contraceptive pill functions, its drawbacks and its potential to act as an abortifacient.
	Personal Relationships	Marriage	In this session, students will be given an opportunity to consider their own future plans for their relationships and be taught the virtue of being kind to themselves. Discussion around various types of committed relationships (eg civil marriage, civil partnerships, forced marriage, monogamy, etc) will lead to teaching about the nature and importance of sacramental Christian marriage.
	Keeping Safe	One Hundred Percent	In this lesson, students will be taught that they autonomy and the right to protect their body from inappropriate and unwanted contact. They will be taught the law in relation to consent and learn that consent given under pressure or coercion is not true consent. This leads to an exploration of sexual exploitation, consent online and grooming.
	Wider World	Knowing My Rights & Responsibilities	This session takes a global view, enabling students to explore wider human rights and responsibilities including immunisation, vaccines, the right not to be harmed and freedom from coercion. The session also explores tensions between human rights English law, and cultural and religious expectations.

YEAR 10 OVERVIEW

Subject	Core Theme	Year 10 Session title	Description
RE	Religious Understanding	Authentic Freedom	The faith foundation at the start of this module for Year 10 enables students to understand more fully the virtue of chastity and how training in self-control can lead to authentic freedom. Students will develop their appreciation of sensual pleasure as a gift from God and know 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.
PSHE	My Body	Body Image	Building on what gives us authentic freedom, this session explores what might inhibit this freedom, particularly in relation to our physical bodies. The session enables students to challenge the notion of 'idealised' bodies in the broadcast media and on social media. The session explores notions of 'dignity' and 'modesty' in relation to the body.
	Emotional Well-Being	Values, Attitudes and Beliefs	In this session, students take time to ascertain their own core values and beliefs, and also consider when it is appropriate to re-evaluate such attitudes and beliefs. They will learn how to develop respect for themselves and others, regardless of difference, and learn strategies for building self-esteem and self-confidence in healthy ways.
	Life Cycles	Pregnancy and Abortion	This session begins with a return to the teaching in Year 8 about the stages of life from conception to birth. Students will then explore the consequences of an unintended pregnancy and learn where they can get support and help. They will also learn about the current legal position on abortion, the risks associated with it, and understand the Church's teaching about abortion.
	Personal Relationships	Parenthood: Ready or not?	Building on the previous session about pregnancy, students will learn about the legal responsibilities of parenthood, the role of marriage as the basis for family life and its importance to bringing up children. Students will explore the difference between sacramental marriage, civil marriage, civil partnerships and other long-term relationships, and they will consider the impact of divorce and separation on children.
	Keeping Safe	Exploitation	In this session, students learn about physical, emotional, domestic abuse and neglect. By focusing on the testimonies of fictionalised characters, the sessions explore danger signs in friendship, consent, pornography and masturbation, and inappropriate online content. Students will identify safe people and places, and they will be taught strategies for dealing with exploitation.
	Wider World	Moral Questions	Students will consider justice and discrimination and be challenged to make discerning judgements on matters regarding religion, gender, sexuality, euthanasia, consent, bodily autonomy, FGM, etc.

YEAR 11 OVERVIEW

Subject	Core Theme	Year 11 Session title	Description
RE	Religious Understanding	Respect	In this foundational session at the start of the Year 11 module, students will explore the deeper meaning of 'respect': to see the whole person. They will learn about personhood and the innate dignity that comes with being a human created by God. Students will learn that God loves us and wants the best for us and yet respects our freedom. Student will develop a deeper awareness of how to form one's own conscience.
PSHE	My Body	Keeping Well... on the Outside	This session explores physical health at a stage appropriate for Year 11, including factual information about testicular and breast self-examination, as well as attending smear and prostate checks. Students will examine the importance of fitness for physical and emotional well-being, nutrition, self-discipline, moderation and the effects of drugs and alcohol on the body and mind.
	Emotional Well-Being	Keeping Well... on the Inside	Building on the previous session, students will learn about strategies for maintaining positive mental health and wellbeing, and they will explore what happens when things go wrong including the negative effects of pressure, stress, anxiety, depression, self-harm and suicidal thoughts. Students will learn how to develop resilience through gratitude.
	Life Cycles	Family Time	Building on the KS3 teaching, this session helps students to develop a deeper appreciation of the gift of fertility. Here, students will be taught about 'Natural Family Planning', and how this differs from other forms of contraceptive and abstinence. Students will also learn that fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age.
	Personal Relationships	Can't Stop the Feeling	Exploring the topic of sexual desire, students will develop a deeper understanding of how to cultivate healthy relationships and they will learn from other's experiences of abstinence, marriage and commitment. The session also covers consent, pornography, unwanted sexual attention, respect and tolerance.
	Keeping Safe	Sexual Health	Students will learn about how STI's and HIV/AIDS are transmitted and how to avoid them, where to seek medical or impartial advice, and the legal and emotional effects of rape for both victim and perpetrator, including gender double standards and victim-blaming.
	Wider World	It's a Hard World	Students will develop a richer understanding of Catholic Social Teaching of the human person: solidarity; care for God's creation; call to family, community and participation; looking after the poor and vulnerable; rights and responsibilities; and the dignity of work and the rights of workers. Time-permitting, topics covered include homophobia, transphobia, racism, misogyny, radicalisation, FGM, honour-based violence and human trafficking.

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Relationships and Sex Education:	
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>
Health Education:	
Mental wellbeing	<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>How to recognise the early signs of mental wellbeing issues.</p> <p>Common types of mental ill health (e.g. anxiety and depression).</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<p>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours</p>
Physical health and fitness	<p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</p> <p>Facts about wider issues such as organ/blood donation.</p>
Healthy eating	<p>How to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer.</p>
Drugs, alcohol and tobacco	<p>The facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances.</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency</p> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>
Health and prevention	<p>About personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</p> <p>About dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.</p> <p>(Late secondary) the benefits of regular self-examination (including screening and immunisation).</p> <p>The facts and science relating to immunisation and vaccination</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>

TOPIC	PUPILS SHOULD KNOW
Basic first aid	<p>Basic treatment for common injuries.</p> <p>Life-saving skills, including how to administer CPR</p> <p>The purpose of defibrillators and when one might be needed.</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body.</p> <p>The main changes which take place in males and females, and the implications for emotional and physical health.</p>

St Joseph's College Personal, Social, Health and Economic (PSHE) Education: Overview 2023-2024

	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 and safety Transition to secondary school and personal safety in and outside school, including first aid	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 relationships Online friendships, recognising unhealthy relationships, online safety	Managing Money, functions and uses of money. Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Careers Opportunities and Rights Equality of opportunity in careers and life choices, and different types and patterns of work. Rights and Freedoms, Precious Liberties	Discrimination Discrimination in all its forms, Equality Act 2010	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting'	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks. Free Press, Freedom of Belief & Expression.
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	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 healthy choices, and first aid	Diversity celebrating diversity, visibility and positive representation	N10 Financial Decision Making Impact of financial decisions, debt, gambling and the impact of advertising on financial choices budgeting managing risk, financial inequality, public mooney
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	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 FBVs mutual respect, Individual Liberty, tolerance	Work experience Preparation for and evaluation of work experience and readiness for work

Year 11	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression. Study Skills</p> <p>Money Pensions, savings, insurance, Income & Expenditure, Credit & Debt</p>	<p>Pupil voice (Y10 Summer 2023)</p> <p>Identity</p> <p>Child-on-Child Abuse</p> <p>Consent</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>		

