

ALL SAINTS CATHOLIC HIGH SCHOOL
POLICY FOR RELATIONSHIPS AND SEX EDUCATION



DRAFT

Mission Statement

We are a Catholic community whose mission is to fully prepare our students for the wider world and to send them into it equipped for life and for the service of others. We come together from diverse backgrounds, united by Christ, by the highest aspirations and by a thirst for excellence to instil in our students a respect for themselves, for others and for their environment. We take our inspiration from Jesus' commandment to "love one another".

Approved by the Local Academy Committee: 22 October 2025

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY – DRAFT

SCHOOL MISSION STATEMENT

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In this policy the St Clare Trust Directors, School Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and their parents, set out our intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Consultation

This policy is informed by consultation with pupils, parents, the Trust and Diocese and with the wider school community. As we implement the policy, we will continue to create opportunities for consultation. We have set out in the appendix the consultation activity that has already taken place and activity that is planned in the coming year.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors.

This policy will be reviewed 2 years by the Head teacher, Assistant Headteacher for Personal Development, RSHE Lead, the Governing Body and Staff. The next review date is summer 2028.

Dissemination

The policy will be shared with all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website. Details of the content of the RSHE curriculum is included as an Appendix to this policy. More detailed curriculum materials are available to view through the link on the school's website.

DEFINING RELATIONSHIPS, SEX AND HEALTH EDUCATION

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships". High quality RSHE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness"¹. It is about the development of the pupil's knowledge and understanding of themselves as a sexual being. It is 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 RSHE should "provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSHE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."²

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are part of the statutory curriculum. This includes aspects of sex education included within the biological content of the National Curriculum for Science. For secondary children, this includes Relationships and Sex Education, and Health Education. However, the reasons for our inclusion of RSHE go further.

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

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

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

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

All RSHE will be in accordance with the Church’s moral teaching, as well as complying with the Equality Act 2010. It will therefore emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to 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 RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in

partnership with parents, to provide children and young people with a “positive and prudent sexual education”³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual’s commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by 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;

³ *Gravissimum Educationis* 1

- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

INCLUSION AND ADAPTIVE TEACHING AND LEARNING

Teachers are responsible for knowing their pupils and using a range of strategies to remove barriers to learning. Adaptations may include adjustments to instruction, scaffolding, modelling, questioning, resources, task design, classroom environment, and the use of assistive technology where appropriate. Small group specialist teaching will also be used to support the most vulnerable learners to fully access the curriculum.

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. We will ensure it 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.

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.

BROAD CONTENT OF RSE

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

PROGRAMME / RESOURCES

An appendix to this policy provides a Curriculum Mapping that sets out the sequence of learning and provides further information about the way in which the Curriculum is delivered and resources used.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- mind mapping
- film & video
- group work

Pupils are assessed through a range of formative and summative approaches, including observation, questioning, discussion, practical activities, classwork, independent work, and other assessment tasks where appropriate. Assessment information is used to monitor understanding and progress, inform planning, adapt teaching, and provide timely feedback to pupils.

PARENTS AND CARERS

We recognise that parents and carers 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.

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

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Assistant Headteacher for Personal Development. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for the RSHE curriculum to be followed. The DfE's RSE and Health Education guidance (July 2025) on the right to be excused from sex education (commonly referred to as the right to withdraw) is detailed below:

17. Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

19. From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.

21. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

BALANCED CURRICULUM

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 RSHE 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 RSHE (in secondary

schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Teaching the specific relationships and sex education programme is the responsibility of teachers of religious education and science.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme and the delivery of the PSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school may sometimes call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁴, and be aware of their duty to pass on any safeguarding concerns or disclosures.

Health professionals should follow the school's policies using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- draw up the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that the policy meets statutory requirements;
- ensure that parents know of their right to withdraw their children from Sex Education;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

Assistant Head for Personal Development

The daily working of this policy is the responsibility of the Assistant Head for Personal Development and Wellbeing who, with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this

⁴ CES Checklist for External Speakers to Schools, 2016

policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training.

RSHE Lead

The RSE lead has responsibility for resourcing the RSHE curriculum in line with the Ten:Ten curriculum. The RSHE lead will ensure all resources follow this policy and that the content is updated as necessary in line with statutory guidance and will quality assure the delivery of the curriculum.

All Staff

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. 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 RSHE 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)

CHILDREN'S QUESTIONS

The governors and the school want to promote a healthy, positive atmosphere in which RSHE 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

The governors believe that children are best educated, protected from harm and exploitation by discussing sensitive issues openly within the context of the RSHE programme. There will always be sensitive or controversial issues in the field of RSHE. These may be a 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 use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse or is of a personal nature. In such cases teachers must follow school Safeguarding policies in terms of reporting concerns.

SAFEGUARDING AND SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff, parents and pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE 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. 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, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The school is implementing the new Statutory RSE and Health Curriculum over the course of academic year 2026/27. The Assistant Headteacher for Personal Development and the PSHE/RSHE Lead 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, and by obtaining pupil voice. Safeguarding audits will also consider the effectiveness of the RSE and Health curriculums. These will all inform further development of the curriculum and staff training needs. This policy will be reviewed by the Local Academy Committee on a two-yearly cycle, or earlier if statutory legislation changes.

APPENDIX 1: CONSULTATION

Schools **must** consult with parents when developing and reviewing their RSE policy, ensuring that parents recognise that effective RSE supports the wellbeing of all children.

Schools **should** also gather the views of teachers, pupils and other school stakeholders, to help ensure the policy meets the needs of the community it serves.

It is important to note, however, that the school's Local Academy Committee ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum. Consultation is not the same as negotiation, and it is not always possible to meet the viewpoints or preferences of everyone in the school community. Parents are not, for example, able to veto curriculum content.

The table below sets out consultation that has already taken place, and consultation which is planned.

	Consultation activity
Parents	Draft policy available on website Summer 2026 with comments invited.
Pupils	Regular Student voice in line with Quality Assurance processes
Staff	Review of RSHE curriculum (set out in Appendix) to ensure coverage of statutory curriculum
Other stakeholders	Policy based on CES Model policy. Governors consulted. Local Authority consulted as an additional check against statutory compliance.

APPENDIX 2: RSE CURRICULUM MAPPING

We follow the **TenTen Life to the Full Curriculum**. This provides full coverage of the statutory Relationships and Sex Education (RSE) and Health Education, as well as some aspects of the non-statutory wider PSHE curriculum. The TenTen Life to the Full Curriculum is a spiral curriculum that is built around the framework of the Catholic Education Service (CES) Model Catholic RSE Curriculum.

This curriculum is delivered to students by their RE teacher. The tables on the following pages set out the sequence of the RSE curriculum for each year group.

A matrix mapping the TenTen curriculum to both the DfE Statutory curriculum, the CES RSE model curriculum and the PSHE Association curriculum is available on request.

In addition, our PSHE – Personal Development: Future Ready programme enhances our RSHE curriculum. This follows the PSHE Association suggested curriculum to ensure coverage of all statutory and non-statutory elements of the RSHE and PSHE curriculum content. The PSHE Curriculum Mapping is available on request.

Year 7	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Who Am I?	Each person is uniquely created, body and soul, and loved by God. Our identity and dignity are gifts that shape how we see ourselves and others.	Self-image, value and dignity
Theme 2	Me, My Body, My Dignity	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.	Puberty, changes and hygiene
Theme 3	Wellbeing and Health	Healthy Inside & Out	Healthy self-esteem supports emotional wellbeing and helps us care for our bodies and relationships.	Self-esteem and body image
		Keeping Well - Part 1	Human beings are created, body and soul; therefore, caring for our physical health is part of respecting the gift of our bodies.	Healthy eating and hygiene
Theme 4	Life Cycles	Where We Come From	Sexual intercourse is more than a physical act; within marriage, it is a gift from God that expresses love and openness to life.	Human reproduction, fertility and menstruation
Theme 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family helps us develop strategies for managing conflict and strengthening respect.	Relationships, family and friends, conflict resolution
Theme 6	Online Awareness	My Life on Screen	Our online lives need safeguarding, just like in real life. Making wise and respectful choices online helps protect our dignity and the dignity of others.	Online safety awareness
Theme 7	Living in the Wider World	Living Responsibly	Becoming aware of how our actions affect others helps us grow in responsibility, and understand the concept of social responsibility.	Social responsibility and respect for self and others

Year 8	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Created and Chosen	We are not accidents or afterthoughts, but created intentionally and loved by God. Our dignity is rooted in this truth and cannot be earned or taken away.	Human dignity
Theme 2	Me, My Body, My Dignity	Appreciating Differences	Understanding our identity includes recognising male and female differences and learning to root our sense of self in being created in God's image.	Gender, stereotypes and identity in God's image
Theme 3	Wellbeing and Health	Feelings	Managing sexual feelings and attraction requires self-control, patience and respect for ourselves and others.	Sexual attraction and feelings
		Keeping Well - Part 2	Understanding our mental health and emotional wellbeing helps us respond wisely to everyday challenges and build resilience.	Mental health and emotional literacy
Theme 4	Life Cycles	Before I Was Born	Reflecting on life in the womb reveals both its beauty and fragility, deepening our respect for human life from its earliest beginnings.	Human reproduction
Theme 5	Personal Relationships	Tough Relationships	In real-life relationships, learning to practise tolerance, kindness and forgiveness helps us grow in maturity and respect.	Prejudice, relationships and tolerance
Theme 6	Online Awareness	Think Before You Share	Sharing images and information carries responsibility. Treating ourselves and others with dignity online means thinking before we post, comment or forward content.	Online safety awareness
Theme 7	Living in the Wider World	Wider World	Recognising unjust discrimination in our world challenges us to examine our own attitudes and behaviour, and to choose fairness and respect.	Prejudice, discrimination and bullying

Year 9	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	The Search for Love	Beyond romance and desire, authentic love involves choosing the other's good. This deeper view shapes how we see relationships and sex.	Love, desires and sex
Theme 2	Me, My Body, My Dignity	Love People, Use Things	People are to be loved, not used. Recognising this protects our dignity and that of others in relationships and everyday choices.	Loving others well
Theme 3	Wellbeing and Health	In Control of My Choices	True freedom involves responsibility. Learning to reflect before acting helps us stay in control of our choices and their consequences.	Desire, lust and self-control
		Drug and Smoking Awareness	Substances can affect health, judgement and freedom. Understanding the risks helps us make informed and responsible decisions.	Smoking, vaping and drug awareness
Theme 4	Life Cycles	Fertility and Contraception	Fertility is a gift and a responsibility. Understanding reproduction and conception helps us consider how our sexual choices fit God's plan for sex.	Fertility, contraception and Natural Family Planning
Theme 5	Personal Relationships	Commitment and Marriage	Marriage represents a lifelong bond of love and faithfulness. Exploring its meaning helps us reflect on the purpose of commitment in relationships.	Marriage and commitment
		Understanding Consent	Consent is essential in any healthy relationship. Respecting boundaries safeguards dignity, safety and freedom.	Consent and boundaries including online
Theme 6	Online Awareness	Safe and Smart online	Online spaces require discernment and responsibility. Thinking critically about what we share and consume helps protect ourselves and others.	Online safety awareness
Theme 7	Living in the Wider World	Human Rights - And Wrongs	Human rights flow from human dignity. Exploring issues such as sexual exploitation, harassment and assault helps us understand how rights can be upheld or violated.	Human rights, sexual harassment, assault & rape

Year 10	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Authentic Freedom	Authentic freedom is found in making a loving gift of self according to God's plan for sex. Responsible choices shape the person we become, leading to deeper freedom.	Sex and chastity
Theme 2	Me, My Body, My Dignity	Self-Image	Our self-image is influenced by culture, media and comparison. Grounding our identity in dignity helps us resist pressure and grow in confidence.	Self-respect and body image
Theme 3	Wellbeing and Health	Beliefs, Values, Attitudes	Our beliefs shape our attitudes and behaviour. Reflecting critically on our values helps us act with integrity and develop character.	Developing conscience and character
Theme 4	Life Cycles	Parenthood	Parenthood carries emotional, physical and lifelong responsibilities. Considering its demands helps us understand the importance of commitment and preparation.	Parenthood, rights and responsibilities
Theme 5	Personal Relationships	Pregnancy and Abortion	Pregnancy can raise complex emotional and ethical questions. Exploring support, responsibility and the value of life helps us respond with compassion and care.	Pregnancy and abortion
		Abuse	Abuse in relationships violates dignity and trust. It can take many forms, including emotional, physical and sexual harm; recognising warning signs helps keep us safe.	Abuse, healthy and unhealthy relationships
Theme 6	Online Awareness	Online Influences	Online content shapes attitudes, relationships and behaviour. Learning to think critically helps us respond wisely to digital influence.	Online safety awareness
Theme 7	Living in the Wider World	Solidarity	Love calls us to build peace and live in solidarity with all of God's creation, especially the poor, marginalised and oppressed.	Catholic Social Teaching, solidarity

Year 11	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Self-Worth	Dignity is not based on success, popularity or appearance. Our worth comes from being created and loved by God, shaping how we treat ourselves and others.	Self-worth, respect and dignity
Theme 2	Me, My Body, My Dignity	Alcohol, Drugs & Dependency	Substances promise short-term highs but carry real risks. Exploring addiction, freedom and responsibility helps us make choices that protect health and dignity.	Alcohol and drug awareness
Theme 3	Wellbeing and Health	Mental Wellbeing	Mental wellbeing fluctuates throughout life. Understanding stress, challenges and support pathways helps us care for ourselves and respond compassionately to others.	Mental health
		Eating Disorders (Optional)	Exploring attitudes to food, control and body image helps us understand how eating disorders can develop and how support and recovery are possible.	Mental health
		Health and Fitness	Good health is a gift that requires stewardship. Developing healthy habits supports long-term physical wellbeing and strengthens our ability to serve others.	Physical health and fitness
Theme 4	Life Cycles	Family Planning and Fertility	Fertility is a precious gift linked to love and responsibility. Exploring Natural Family Planning helps us reflect on how sexual choices relate to dignity and commitment.	Contraception, fertility and Natural Family Planning
Theme 5	Personal Relationships	Sexual Health	Sexual choices carry physical and emotional consequences. Understanding sexually transmitted infections and risk helps us reflect on responsibility, respect and wellbeing.	STIs
		Pornography	Pornography distorts the meaning of sexuality and harms dignity. Examining its negative impact helps us consider how it affects behaviour and authentic intimacy.	Pornography
		Coercive Control	Healthy relationships are rooted in respect and freedom. Exploring coercive control helps us recognise how abuse develops, how to protect dignity and stay safe.	Abuse and coercive control