

Relationship & Sex Policy

St. Bede's College is a Catholic Independent Co-educational 3 – 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

COLLEGE MISSION STATEMENT

“GOD IS LOVE, AND A PERSON WHO LIVES IN LOVE, LIVES IN GOD AND GOD LIVES IN THEM”

John 4:16

All parents and teachers are called to develop the whole person: physical, intellectual, emotional, psychological, aesthetic, sexual, moral, spiritual and religious. Catholic Education in Relationships and Sex is an integral part of this development of the whole person. As Catholics we see all these areas as graced by God and leading to God. We also believe that our Catholic tradition provides us with key insights into God's plan for the fulfilment of each person.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationship and sex (RSE). We set out our rationale for, and approach to, relationships and sex education at St Bede's College (the College).

This policy has been designed in consultation with teachers, parents and governors.

Implementation and Review of Policy

This policy will be reviewed every 2 years by the Head teacher, Designated Safeguarding Officer, the Governing Body and Staff. The next review date is October 2022.

Dissemination

This policy has been authorised by the Governors, is published on the College website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that *“children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive*

way"¹. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."²

STATUTORY CURRICULUM REQUIREMENTS

The College is legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. Independent schools are also required to teach personal, social, health and economic (PHSE) education.

The Headteacher and teachers have read the statutory guidance in full, which sets out the legal duties that must be met.

However, the reasons for our inclusion of RSE go further.

RATIONALE

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

John 10:10

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

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. RSE, 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) RSE 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

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will 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

The RSE program at the College 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 the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSE AND 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 RSE is an integral part of this education. Furthermore, our College 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.

In Sex and Relationships education the College aims to:

- Invite young people to understand that their life has a purpose.
- Seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoicing in the goodness of God's creation.
- Invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.
- Foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
- Foster an atmosphere in our school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.

³ Gravissimum Educationis 1

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;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

INCLUSION AND DIFFERENTIATED LEARNING

The College will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the College's inclusion policy).

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our College 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.

Relationships education, relationships and sex education and health education must be accessible for all pupils and this is particularly important when you are planning teaching for pupils with special educational needs and disabilities (SEND).

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

BROAD CONTENT OF RSE

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

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teachers will try to identify what pupils already know at the start of a lesson or topic. Topics will be revisited, as necessary, such as once as pupils grow in maturity.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning

- reflection
- experiential
- active
- mind mapping
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Teaching of RSE will clearly explain the knowledge, facts and concepts needed and also provide pupils adequate opportunities to recall the acquired knowledge, facts and concepts to develop an understanding of the topic

Any external resources used to support RSE will align with the teaching requirements set out in the statutory guidance.

ENSURING CONTENT IS APPROPRIATE

The safety of children is of paramount importance to the College.

Teachers are aware of age inappropriate material on the internet. Great caution will be exercised before setting any assignment, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material.

Teachers will not reinforce harmful stereotypes. Resources used in teaching will always be age-appropriate. Teachers will always seek to treat individual students with sympathy and support.

ASSESSMENT

While there is no formal external examinations for SRE, the usual assessments of test and self-evaluation will be used in order to evaluate progress.

For each Programme of Study there will be an assessment that evaluates the success of learning. This will be an online questionnaire to be undertaken twice by pupils:

- Baseline Questionnaire - to be completed before the course begins
- Endpoint Questionnaire - to be completed after the course is finished

The results of these assessments will be used by teachers to quality to assure that learning has taken place by all students in each program of study.

PARENTS AND CARERS

The College recognises that parents /carers are the primary educators of their children. As a Catholic College, we provide the principal means by which the Church assists parents and carers in educating their children.

Parents / carers will be consulted at every stage of the development of the RSE programme, as well as during the process of review. They will be able to, upon request, view the resources used by the College in the RSE programme. Our aim is that every parent and carer will have full confidence in the College'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 College by contacting the headteacher. The College 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 this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our College'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.

CHILDREN'S QUESTIONS

The College want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or

harmful activity. The College believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.⁴

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

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

Staff are aware that RSE lessons may lead to an increase in disclosures as a result of teaching the new subjects. All staff members are reminded of the correct procedures to follow, should any disclosures from individual pupils be prompted by lessons in these subjects.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Pastoral Leaders (Heads of Year), Heads of Department for Science, Religion and Physical Education, along with the Safeguarding Lead and Head of Sixth Form.

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

External Visitors

The College will occasionally call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in College delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.⁵

⁴ See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more details

⁵ CES Checklist for External Speakers to Schools, 2016

The College will engage with agencies to ensure their approach to teaching about relationships education, relationships and sex education and health education is balanced and the resources they intend to use are age-appropriate and aligned to the developmental stage of the pupils being taught, as well as being in line with the College's specific Catholic RSE aims.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- review the RSE 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 College policies, e.g., SEN, the ethos of the College and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- 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 RSE within PSHEE.

Head teacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

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

All Staff

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

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the College's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils have been made aware of this policy.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the College's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

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

Appendix One

RSE SCHEME OF WORK

St Bede's Sex & Relationships Scheme of Work

Upper Third

Lesson Title	Learning Objectives	Values and virtues to be developed	Resources
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.	<ul style="list-style-type: none"> Respectful of themselves and others as persons Appreciative of their bodies, character and gifts Grateful to others and to God 	TenTen - Year 7 Session Content Session 1
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.	<ul style="list-style-type: none"> Gratitude for their bodies, designed by God to change in puberty Respectful of themselves and others as persons Courage to hold and stand by their own views 	TenTen - Year 7 Session Content Session 4
Family and Friends	Discerning in relationships Forgiving of themselves and others Courteous and tolerant of all	<ul style="list-style-type: none"> Discerning in relationships Forgiving of themselves and others Courteous and tolerant of all 	TenTen - Year 7 Session Content Session 5
My Life on Screen	Discerning in relationships on and offline Wisdom in their actions Respectful of themselves and others as persons	<ul style="list-style-type: none"> Discerning in relationships on and offline Wisdom in their actions Respectful of themselves and others as persons 	TenTen - Year 7 Session Content Session 6
Living Responsibly	Pupils will learn the effects of their actions on others and understand the concept of social responsibility.	<ul style="list-style-type: none"> Being just/fair to friends and strangers Appreciative of their own personhood Loving to God and others 	TenTen - Year 7 Session Content Session 7

Lower Fourth

Lesson Title	Learning Objectives	Values and virtues to be developed	Resources
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.	<ul style="list-style-type: none"> Respectful of themselves and others as persons Appreciative of their bodies, character and gifts Grateful to others and to God 	TenTen - Year 7 Session Content Session 1
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.	<ul style="list-style-type: none"> Gratitude for their bodies, designed by God to change in puberty Respectful of themselves and others as persons Courage to hold and stand by their own views 	TenTen - Year 7 Session Content Session 4
Family and Friends	Discerning in relationships Forgiving of themselves and others Courteous and tolerant of all	<ul style="list-style-type: none"> Discerning in relationships Forgiving of themselves and others Courteous and tolerant of all 	TenTen - Year 7 Session Content Session 5
Online life	Discerning in relationships on and offline Wisdom in their actions Respectful of themselves and others as persons	<ul style="list-style-type: none"> Discerning in relationships on and offline Wisdom in their actions Respectful of themselves and others as persons 	TenTen - Year 7 Session Content Session 6
Living Responsibly	Pupils will learn the effects of their actions on others and understand the concept of social responsibility.	<ul style="list-style-type: none"> Being just/fair to friends and strangers Appreciative of their own personhood Loving to God and others 	TenTen - Year 7 Session Content Session 7
Relationships and the Media	The influence of the media, gender stereotyping, TV families, mixed messages Modesty and chastity Age of consent External pressures The worldwide web	<ul style="list-style-type: none"> Discerning in relationships on and offline Wisdom in their actions Respectful of themselves and others as persons 	
Commitment	Rights and responsibilities Making a commitment Faith, trust and loyalty		Growing in Love Book Session 12 Ppt Slides 88-94 Resource Sheet 12, 13 & 14

Upper Fourth

Lesson Title	Learning Objectives	Values and virtues to be developed	Resources
Search for love	Pupils will consider their desire to love and be loved, and learn about God's plan for romantic love, sexual attraction and intimacy.	<ul style="list-style-type: none"> Respectful of themselves and others as persons Appreciative of their bodies, character and gifts Grateful to others and to God 	TenTen - Year 9 Session Content Session 1
Love people love things	Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.	<ul style="list-style-type: none"> Respectful of themselves and others as persons Courage to choose to be counter-cultural Compassion for self and others 	TenTen - Year 9 Session Content Session 2
In Control of My Choices	Pupils will learn about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices.	<ul style="list-style-type: none"> Honesty about their journey Courage to hold and stand by their own views Discerning in relationships 	TenTen - Year 9 Session Content Session 3
Fertility and Contraception	Pupils will learn about methods for managing conception and discuss how they uphold or contravene God's plan for sex.	<ul style="list-style-type: none"> Gratitude for their bodies, designed by God Respectful of themselves and others as persons Courage to hold and stand by their own views 	TenTen - Year 9 Session Content Session 4
Marriage	Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.	<ul style="list-style-type: none"> Patience with self and others Self-control over their desires (sexual and non) Generosity towards others Self-sacrifice in relationships 	TenTen - Year 9 Session Content Session 5
One Hundred Percent	Pupils will learn that consent is not just gaining permission for something, but choosing to honour and respect one another as persons with innate dignity.	<ul style="list-style-type: none"> Wisdom around difficult relational issues Perseverance and resilience in the face of pressure Discerning about their own and others' ability to wilfully/unconsciously manipulate 	TenTen - Year 9 Session Content Session 6
Knowing My Rights and Responsibilities	Pupils will engage with the films and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	<ul style="list-style-type: none"> Respectful of themselves and others as persons Courage to stand up for themselves and others Compassion towards those who are mistreated 	TenTen - Year 9 Session Content Session 7

Lower Fifth

Lesson Title	Learning Objectives	Values and virtues to be developed	Resources
Authentic Freedom	Pupils will consider their desire to love and be loved, and learn about God's plan for romantic love, sexual attraction and intimacy.	<ul style="list-style-type: none"> • Respectful of themselves and others as persons • Appreciative of their bodies, character and gifts • Grateful to others and to God 	TenTen - Year 10&11 Session Content Session 1
My Body - Body Image	Pupils will learn about different experiences of body shame, explore notions of 'dignity' and 'modesty' in relation to the body and consider that our bodies are good, as part of our unique, inseparable combination of body and soul.	<ul style="list-style-type: none"> • Respectful of their own and others' bodies • Grateful to God • Determined and resilient in the face of difficulty and challenge 	TenTen - Year 10&11 Session Content Session 2
Values, Attitudes and Beliefs	Pupils will learn the meaning of the terms 'beliefs', 'values' and 'attitudes', how crucial they are in shaping our choices and that we should interrogate them regularly to ensure we are living the way we intend.	<ul style="list-style-type: none"> • Discerning about their own beliefs, values and attitudes • Honesty, committed to living truthfully and with integrity • Courageous in voicing their own opinions 	TenTen - Year 10&11 Session Content Session 3
Parenthood	Pupils will learn about the 1959 Declaration of the Rights of the Child and how this impacts on legal Parental Responsibility, as well as considering the emotional and practical commitment that being a parent entails.	<ul style="list-style-type: none"> • Self-giving in relationships • Loyal in developing and sustaining relationships • Appreciative of their own parents/carers in a new way 	TenTen - Year 10&11 Session Content Session 4
Pregnancy & Abortion	Pupils will learn about the stages of life in the womb, abortion methods and legality, and sex as so often being divorced from the possibility of parenthood.	<ul style="list-style-type: none"> • Determined and resilient in the face of challenging situations • Compassionate with regards to other people's experiences • Appreciative of the wonderful and fragile gift of life 	TenTen - Year 10&11 Session Content Session 5
Exploitation	Pupils will learn about the four main types of abuse, how to look out for danger signs, resist pressure, access support and know that abuse is never the victim's fault.	<ul style="list-style-type: none"> • Compassion for victims • Understanding of how a relationship might change subtly • Respectful of their own dignity and value 	TenTen - Year 10&11 Session Content Session 6
Wider World	Pupils will learn with compassion about FGM, human trafficking, honour-based violence and about Pope Francis' concept of 'an integral	<ul style="list-style-type: none"> • Compassion for the poor, marginalised and oppressed • Just and understanding about the impact of their 	TenTen - Year 10&11 Session Content Session 7

	ecology'. Pupils will learn that how they act on their beliefs, values and attitudes will have an effect on the world around them, for good or bad.	actions locally, nationally and globally • Self-giving, able to consider the more urgent needs of others above their own	
Babies	<ul style="list-style-type: none"> • Why people believe that the unborn child should be protected; • Why people choose to save sex for marriage; • What options are available someone when facing an unexpected pregnancy; • What support is available after having an abortion or after having a baby. 		TenTen – Cinema in Education – Babies
Sexuality	What is sexuality? Sexual Orientation Sexual Diversity Consent and the law		GPA Resources Ppt Sexual Diversity Introducing Sexual Diversity PDF

Upper Fifth

Lesson Title	Learning Objectives	Values and virtues to be developed	Resources
Sexting	Pupils will consider not to provide material to others that they would not want shared further and not to share personal material which is sent to them. Also that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.		Childnet – Crossing the Line – PowerPoint & Video
The Problem with Pornography	Students will understand: <ul style="list-style-type: none"> • That pornography can affect the brain, the sense of self, and can lead to sexual dysfunction • That pornography can have a damaging effect on intimate relationships • That pornography objectifies men and women and leads to negative representation and cultural expectations. 		TenTen – Cinema in Education – Pornography



Authorised by	Chair of Governors and Governing Body
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