St Mary's School
CAMBRIDGE

Relationships Education (RE) and Relationships and Sex Education (RSE) Policy

This policy is the responsibility of the Senior Tutor and Head of Junior School.

Last review: September *2026*

Next review: September 2027

Ethos and Rationale

Relationships Education (Junior School) and Relationships and Sex Education (Senior School) is essential for children and young people to make responsible and well-informed decisions about their lives. It is an important part of our provision not only because of our legal obligation to provide statutory RE/RSE but because St Mary's School, Cambridge (the School) is a Catholic Christian school which seeks to reflect gospel values. Consequently, it is set in the context of the School's ethos and pastoral care system and a wider whole-school approach to supporting pupils to be safe and happy.

An underpinning core belief is in the unique dignity of each human person made in the image and likeness of God. Our approach to RE/RSE is rooted in this teaching on the human person and presented in a framework of Christian ideals in which gender and sexuality are seen as God's gift; it is placed within the context of relationships as it is in relationships that sexuality grows and develops and in relationships that we reflect the love and creativity of God. The Church teaches that love shared in marriage is a sign of the love of God to the community. We learn about love, commitment and forgiveness in relationships and are able to develop most fully when we are valued and affirmed.

Our policy and programme is for all pupils from Reception to Year 13. The programme is developmental and appropriate to the age and stage. Our RE/RSE provision is inclusive and sensitive to the needs of individual pupils: cultural differences and religious beliefs are taken into consideration; it does not subject pupils to discrimination. Pupils must have access to the learning they need to stay safe and healthy and to understand their rights as individuals, as well as appreciating the possibility of relationships rooted in mutual respect and commitment.

While exploring Christian values and reflecting on relationships and sex in the light of Church teaching, we will ensure that pupils are offered a balanced programme which acknowledges and explores a range of viewpoints on issues. Pupils will receive clear scientific information as well as information about aspects of the law pertaining to RSE (e.g. consent, 'sexting', coercive control, abortion, female genital mutilation, forced marriage, the Equality Act 2010 and protected characteristics).

The School's RE/RSE programme emphasises family and Christian ideals while also respecting the variety of family models and experiences today. Knowing about facts, being empowered by information, and being enabled to explore

different viewpoints is not the same as promoting certain behaviours and is not incompatible with our promotion of Catholic Christian values in RE/RSE.

We recognise that RE/RSE forms an important contribution to promoting Fundamental British Values. Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that our pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Regulatory Framework

The following are met under the responsibilities of the School as defined by this policy.

- Keeping Children Safe in Education (DfE, September 2026) (KCSIE)
- Relationships and Sex Education (RSE) and Health Education (England) (DfE, updated September 2026)
- Working together to safeguard children: statutory guidance on multi-agency working to help, support and protect children (DfE, updated March 2026)
- Catholic Education Service (CES) guidance for a model Catholic RE/RSE curriculum
- Early Years Foundation Stage (EYFS) statutory framework (DfE updated September 2026)
- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- Children and Social Work Act 2017
- Children and Families Act 2014
- Education and Skills Act 2008
- Education Act 2002 (section 80A)
- Children Act 1989

This policy refers to the following guidance and advice:

- Guidance for schools about parental engagement: DfE guide for parents that schools can use to communicate about teaching relationships and health education (DfE, November 2019)
- Searching, screening and confiscation: advice for schools (DfE, updated July 2023)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024)

The following School policies, procedures and resource materials are relevant to this policy.

- *Safeguarding and Child Protection Policy*
- *PSHEE Policy*
- *Curriculum Policy*
- *SEND Policy*
- *Equality Policy*
- *Anti-Bullying Policy*
- *Behaviour Management Policy*
- *Online Safety Policy*
- *Acceptable Use of ICT Policy (Pupils)*

- *RS department handbook*

RE/RSE Curriculum Content

We define RE/RSE as lifelong learning about what it is to be human, understanding and respecting ourselves, respecting and relating lovingly to others and transmitting and nurturing the gift of life responsibly. RE and RSE is intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way. It contributes to developing a pupil's knowledge and understanding of themself as a sexual being, about what it means to be fully human, called to live in right relationship with self and others and being enabled to make moral decisions in conscience.

RE in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and people who care, and respectful relationships with other children and with adults including online relationships and being safe. The Junior School's Science curriculum includes reference to related subject areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

In secondary schools, RSE gives young people the information they need to help them to 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 includes learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships, and how relationships may affect physical and mental health and wellbeing. It covers contraception, developing intimate relationships, sexuality, gender identity, sexual relationships and sexual health, consent (including the age of consent) and resisting pressure to have sex (and not applying pressure), exploitation and FGM. It includes teaching about what the law says about sex, relationships and young people, as well as broader safeguarding issues around being online and the media and the use and impact of technology in relationships.

More broadly, under our 'health' education programme we cover mental health and wellbeing, physical health and fitness, healthy eating, drugs, use of vapes, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

As a school we recognise the role that RSE and PSHEE play in supporting children and helping to prevent abuse. Therefore, the school will Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts based on the current 2026 RSE guidance.

Aims

RE/RSE is an integral part of our educational mission which commits us to the education of the whole person – spiritual, physical, intellectual, moral, social, cultural, emotional. The aim of RE/RSE is to help pupils prepare for the opportunities, responsibilities and experiences of adult life and to give them knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build resilience, self-dependency and the confidence to ask for help and know where to access help.

Junior School: In particular, we aim via RE:

- a positive self-image and respect for self and others;
- an understanding of their human, physical and emotional development;
- to make the children feel loved, cared for and secure in surroundings where Catholic values are practised and where courtesy, respect and consideration for others are of paramount importance;
- to guide their understanding of friendships and relationships and the skills and resources to cope with problems which may arise;

- be informed; be safe and healthy, physically, and emotionally.

Senior School: We aim via RSE to give pupils:

- a positive self-image and respect for self and others;
- a deeper understanding of their human, physical and emotional development;
- an understanding of the joys and challenges of intimate relationships and the skills and resources to cope with problems which may arise;
- the ability to make moral decisions based on an informed conscience;
- the confidence to express and maintain a moral stance as they approach adulthood.

Ultimately, we want students to:

- have an appreciation of the intrinsic worth of themselves and others as created and loved by God;
- be informed; be safe and healthy, physically, and emotionally;
- make mistakes as safely as possible, in the event that they make poor choices or decisions they regret in life, and in the knowledge that forgiveness and 'resurrection' are possible;
- aspire to relationships in which they can cherish and be cherished.

Teaching of RE/RSE can help support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience, and self-efficacy.

We hope to achieve these aims by;

- providing accurate information in RE/RSE, PSHEE and science lessons;
- providing a secure environment in which to explore and discuss issues as well as the opportunity to talk with a counsellor if the need arises;
- encouraging the development of appreciative, evaluative and analytical skills;
- maintaining a whole school ethos of respect for and valuing of all people;
- offering support to staff delivering the programme.

Equality

The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which make it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil, or potential pupil in prescribed circumstances, including in the way it provides education, access to any benefit, facility or service or subjecting them to any other detriment. The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

The School will ensure that RE/RSE is sensitive to the needs of individual pupils in respect of pupils' different abilities, level 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. Teaching approaches will be adapted to meet the varying educational needs and disabilities of pupils. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. The programme will help children and young people to realise the nature and consequences of discrimination, teasing, bullying, and aggressive behaviours (including bullying and cyber-bullying), prejudice-based language, and how to respond and ask for help. The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will

take positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled.

RE/RSE is accessible for all pupils; the School takes into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

The School will ensure that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching is sensitive and age-appropriate in approach and content. The School will consider when it is appropriate to teach pupils about lesbian, gay, bisexual, and transgender and the content will be integrated into the programmes of study rather than delivered in a stand-alone lesson or unit so that all pupils are taught LGBT content as part of the curriculum.

Responsibility for Delivering RE/RSE

This policy applies to all individuals working for the School at all levels (whether permanent, fixed term or temporary), and includes Governors, volunteers, agents or any other person associated with us (collectively referred to as "staff" in this policy). All teachers have a responsibility of care and, as well as fostering academic progress, will contribute to the guidance of the physical, social, moral and spiritual well-being of students. All teachers will contribute to developing the attitudes and values encouraged in the RE/RSE programme and developing the personal and social skills of their students. They contribute to this through their tutoring and pastoral role in the delivery of the pastoral programme in tutor time and assemblies, and in the way they model good, healthy, supportive relationships between staff, other adults, and pupils.

Junior School: Class teachers are responsible for the teaching and learning of RE supported by the Head of Pastoral Care. We teach the uniqueness of the human being and relationships through different aspects of the curriculum. While we carry out the main relationship education in our PSHEE curriculum, we also cover relationships in other areas of the curriculum. In particular, Science, Physical Education and Religious Education, which we believe contribute significantly to children's knowledge and understanding of their own bodies and how they are changing and developing.

Senior School: RSE is delivered through PSHEE lessons. In Years 7 – 11 these lessons are once a fortnight in the timetable being taught by a single member of staff or may involve others such as the school nurses. There is also a PSHE session each week during form time on a Wednesday led by the form tutors. Teaching strategies include establishing ground rules, group discussion, paired discussion, asking questions, brainstorming, film/video, questionnaire/quiz, written reflection and quiet reflection. Pupils' understanding, participation and progress will, as in all lessons, be routinely assessed and monitored during the course of lessons by teachers. Amongst other resources teachers will be using Ten:Ten Resources, Life to the Full programme which contains sessions for Years 7 to 11. Each session has film content built into the structure of the lesson.

The videos incorporate humour, interviews with experts, testimonies, fly on the wall style documentary discussions and voxpops from school-aged children around the country answering the same questions that the lesson plans pose. They explore topics such as puberty, sex, body image, identity, relationships with family and friends, our online lives and how we find our place in the wider world. The programme provides a Christian-faith perspective on these matters whilst at the same time providing a balanced view and room for open discussion. Material from the PSHEE Association and Life Lessons is also used across Years 7 – 13 to aid in the delivery of the RSE curriculum. In Years 12 and 13 students have worked with the Senior Tutor to develop a curriculum which is meaningful and relevant to their age and maturity. This is delivered through tutor time and also delivered in PER alongside other topics which will engage and enhance their understanding of the world in which they live.

Material is also covered in science lessons, and some elements are the subject of further input and reflection in Days of Reflection, assemblies and Religious Studies lessons. The school nurses contribute to the programme, as do occasional invited speakers where appropriate. When external agencies or specialists contribute to the RSE

programme, they do so to complement the teacher-led elements and not to substitute or replace them. Visitors will operate within the School's guidance for visiting speakers and will ensure that their teaching and approach is in line with our ethos and intentions set out above. The Senior Tutor has general responsibility for supporting other members of staff in the implementation of this policy and the delivery of the RSE programme and will disseminate relevant information relating to RSE and coordinate the provision of CPD. Support may also be given by the Deputy Head: Pastoral & Boarding and the School Chaplain.

Timing and flexibility

The curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This should be in line with pupils' needs, informed by pupils' voice and participation in the curriculum development and in response to issues as they arise in the School and wider community. We have flexibility to determine an age-appropriate approach which meets the needs of young people, developed in consultation with parents and in response to local public health and community issues or the needs of individual pupils.

Questions and Controversial or Sensitive Issues

The School wants to promote a positive, equal, open and safe atmosphere in which RE/RSE can take place. We believe that children and young people are best educated, protected from harm and exploitation, and enabled to grow by being empowered with information and by discussing such issues openly and safely within the context of the RE/RSE programme. Sensitive or controversial issues will arise in RE/RSE, these may be a matter of maturity, of personal involvement or experience of children or young people, of disagreement or contrast between different religious and secular teachings or perspectives, of illegal or doubtful, dubious, or potentially harmful activity.

The curriculum content is delivered in a non-judgemental, factual way which allows scope for young people to ask questions, whether publicly or anonymously through the system on Firefly since we want pupils to feel able to ask questions freely, to be confident that their questions will be answered seriously, and to feel safe and free from bullying or harassment from other children and young people. The consideration and use of ground rules, discussed within the programme, will help to create a supportive climate for discussion. We always encourage our Junior School pupils to voice their opinions and discuss any issues they may have with other pupils and adults in the room.

Training

It is possible that some questions may raise issues which it is not appropriate to address during the lesson or other RE/RSE session. These may be questions pertaining to sex or sexuality which go beyond the School's curriculum.

The School wishes to ensure that teachers are confident to deal with questions in an age-appropriate manner, recognising that pupils whose questions go unanswered may turn to inappropriate sources of information. Consequently, the School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles and signpost students to appropriate sources of information such as the school nurses or other members of the pastoral team. The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. Training via staff INSET includes information on how teachers can respond. The School maintains written records of all staff training.

Safeguarding training (see below) is also given on the handling of any disclosures made by pupils, which may arise in response to the subject content of RE/RSE.

Confidentiality and Safeguarding

The RE/RSE programme provides opportunities for discussion of potentially sensitive issues. Such discussion may lead to disclosure of a safeguarding issue. The School will follow Keeping Children Safe in Education (KCSIE 2025) and pupils

will be taught about how to raise concerns or make a report and how any report will be handled. Teachers will need to be aware of the needs of their pupils and not let fears or worries go unnoticed. Where a teacher is concerned about a pupil's welfare and/or suspects that a child or young person may be a victim of, or is at risk of, harm, abuse, neglect or exploitation, they are required to follow the School's Safeguarding and Child Protection Policy and immediately inform the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Teachers will explain to pupils that although their best interests will be maintained, teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised. Pupils will be encouraged to talk to their parents/carers (and older siblings) about the issues which are covered in RE/RSE. The School will inform pupils of sources of other help, for example, the School nurses, counsellors, GP or local young person's advice services.

Where the School invites external agencies to support the delivery of this programme, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

Parents' and Carers' Responsibilities

In the provision of education within a Catholic Christian community, school is a means by which the Church accompanies parents and carers in educating their children. We recognise that parents (and other carers who stand in loco parentis) are the primary educators of their children. Parents play a vital role in maintaining the culture and ethos of the family, helping their children cope with the emotional and physical aspects of growing up, preparing them for the challenges and responsibilities that sexual maturity brings, and teaching their children about relationships and sex. We recognise the pressures of modern life on our young people and we seek to reinforce and support the relationships and sex education which is provided primarily by parents. Tooled Up, the parent resource the school offers to all parents, can also be a source of support and information for parents across a variety of topics which fall under the RSE and PSHE umbrella.

Parents' and Carers' Right to Withdraw

Parents/carers will be provided with information about the RE/RSE programme and information events will help parents/carers to find out more. There is no parental right to withdraw pupils from the Junior School RE programme.

Senior School parents/carers will be informed by letter when the specific and more sensitive elements of the RSE programme will be addressed, so that they can be prepared to talk and answer questions about the children's learning at home.

Senior School parents and carers of pupils continue to have the right to withdraw their children from some or all of Sex Education lessons delivered as part of RSE, except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. They can do so up to three terms before their children reach the age of 16. Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the Senior Tutor will request a discussion with the pupil's parents or carers, and where appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The School will document this process and ensure a record is kept.

Following that discussion, except in exceptional circumstances, the school should respect the request, and the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused. Pupils who are withdrawn should receive purposeful education during the period of withdrawal.

Once the student reaches the age of 16, if the pupil wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the pupil with sex education during one of those terms.

Consultation

In preparation of this policy and the programme for statutory RE/RSE, the School consulted with parents, staff and pupils during the Summer Term 2026.

Regarding Senior School RSE, staff have reviewed curriculum content and a range of resources and programmes that aim to fulfil the statutory requirements of RSE, and resources adopting a Christian perspective and have been evaluated and discussed regarding those most appropriate to our aims and context.

The School recognises the importance of providing genuine opportunity for parental engagement, for their voices to be heard and to dispel myths. Although all views are listened to, they do not amount to a power of veto over curriculum content. All parents have been sent a copy of both the new 2026 statutory guidance for RSE in schools alongside this policy and have been provided with the opportunity to feedback any questions which they might have ahead of the September implementation. Alongside this, two drop-in sessions took place in the Summer Term 2026 which allowed for parents who wish to further discuss any matters pertaining to the new policy to come in and speak with senior leaders, the senior tutor and representatives of the governing body. Students were sent questionnaires about RSE and its future implementation and staff too are being consulted on their views ahead of the summer. A group of Sixth Form students are being consulted for the KS5 curriculum, and this will be an ongoing process over the course of 2026 – 27.

There is a presentation about PSHE and RSE to new parents at the information evening in the summer term and Year 7 parents specifically at the Pastoral Evening in October each year. Ahead of teaching, the Senior Tutor writes out to parents to inform them of topics being covered in the term ahead. Parents are provided with a log in to the TenTen Resources in the spring term to allow them to view the materials being used. If parents wish to view any of the materials used in PSHE/ RSE lessons, they should do so in writing to the Senior Tutor who will then facilitate the request in discussion with the Headteacher.

Monitoring and Evaluation

The Senior Tutor and Head of Junior School are responsible for keeping the policy up to date and compliant with the law and best practice. The Senior Tutor will ensure that schemes of work are reviewed on a regular basis to assess the content and to check that the content as defined within this policy is accurate and conforms to current guidance.

The Senior Tutor (Senior School), the Head of Pastoral Care (Junior School), RE Leader (Junior School), the Head of Science (Senior School) and the Science Coordinator (Junior School) will monitor the provision of the various aspects of the programme and provide feedback, if necessary, to teachers. Staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and appendix. Junior School class teacher assessment, pupil self-assessment and peer-group assessment will be used to support future planning. Content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy. Senior School teaching will be evaluated by means of response/evaluation sheets and discussion with students and teachers.

Information is shared with parents prior to teaching and input garnered from parents in response to the consultation regarding the RE and RSE programme will be included in the annual review of the programme and its delivery.

The Senior Tutor reports on progress to the Head and to the Governance Committee of the Governing Body.

Appendix A: Broad Content of the Programme and Resources

The DfE statutory guidance covers RE/RSE and Health Education. The CES model Catholic RE/RSE curriculum breaks down the curriculum into three areas: Created and Loved by God, Created to Love Others, Created to Live in Community. These aspects will be developed through the specific RE/RSE programme, but also through the whole school ethos and approach, through other curriculum lessons and, for example, Days of Reflection, assemblies and the Girls On Board programme.

There are three aspects of RE/RSE.

Relationships

- **Families and friendships**: The roles of different people in our lives; families, making friends and managing friends, attraction to others, romantic relationships, civil partnerships and marriage.
- **Safe relationships**: Recognising privacy, recognising hurtful behaviour, personal boundaries and recognising risks including online.
- **Respecting ourselves and others:** Respectful behaviour, the importance of self-respect and respecting differences and discussing difference sensitively. Responding respectfully to a wide range of people, recognising prejudice and discrimination.

Living in the Wider World

- **Belonging to a Community:** Caring for others' needs, looking after the environment. The roles and responsibility of belonging to a group, being the same and different in the community. The value of rules and laws, rights, freedoms and responsibilities. Valuing diversity, challenging discrimination and stereotypes.
- **Media literacy and digital resilience:** Using the internet and digital devices, communicating online. Assessing information online and how data is shared and used. Different media types, their role and impact. Evaluating media sources, sharing things online.
- **Money and work:** Strengths and interests, jobs in the community. What money is, needs and wants, looking after money. Different jobs and skills, job stereotypes, setting personal goals. Making decisions about money. Identifying job interests and aspirations, influences on career choices. Money and financial risks.

Health and Wellbeing

- **Physical Health and Mental Wellbeing:** Keeping healthy, health choices and habits, food and exercise, hygiene routines, sun safety. Why sleep is important. Managing feelings and asking for help. What affects feelings, expressing feelings. What affects mental health and ways to take care of it, managing change, loss and bereavement. Medicines, vaccinations, immunisations and allergies. Managing time online.
- **Growing and Changing:** Recognising what makes them unique and special, feelings and managing when things go wrong. Growing older, moving class or year, managing transition. Physical and emotional changes in puberty; support with puberty. Human reproduction and birth. Increasing independence.
- **Keeping Safe:** How rules and age restrictions help us, keeping safe online. Safety in different environments, risk and safety at home, in the local environment and unfamiliar places, responding to emergencies, first aid, FGM. Keeping personal information safe, regulations and choices, drug use and the law, drug use and the media.

Appendix B: Junior School Programme of Study

The Junior School Relationships Education programme of study is incorporated into the PSHE Scheme of Work. This is overseen by the Head of Pastoral Care and is taught by the class teacher.

In order that children may grow and flourish healthily and holistically this programme of study explores topics connected to RE (in the primary years) through a series of suggested, progressive, and developmental tasks, activities and reflections that focus on social, emotional, physical and spiritual development.

In general, by the end of Year 6, pupils will have learnt the following:

Families

- that families are important for children growing up because they can give love, security and stability;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships and Respectful relationships

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships and Being Safe

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.

PSHE and RE Curriculum Map

	Autumn		Spring		Summer	
Early Years	My Feelings - Identifying feelings - Copying strategies - Emotional adjectives - Facial expressions		Special relationships • Special people • Sharing • I am unique • Similarities and difference	My family and friends • Festivals • Sharing • What makes a good friend? • Being a good friend.	Taking on challenges • Why do we have rules? • Building towers • Team races	My wellbeing • What is exercise? • Being a safe pedestrian • Eating healthily
	Family and relationships	**Wellbeing**	**Health and Wellbeing**	**Safety and the changing body**	**Citizenship**	**Economic wellbeing**
Year 1	**Introductory lesson** • What is family? • What are friendships? • Friendship problems • Healthy friendships • Gender stereotypes	• Making mistakes • Sound • Understanding others • Sharing • Gardening	• Understanding emotions • Ready for bed • Personal hygiene • Sun safety • Allergies	• Adults in school • Adults outside of school • Emergency phone calls • Appropriate contact • Safety with substances	• Rules • Similar yet different • Caring for others: animals • The needs of others • Belonging • Democratic decisions	• What is money? • Saving and spending • Keeping money safe • What is a bank? • Jobs in school • Jobs outside of school
Year 2	**Introductory lesson** • Families are all different • Unhappy friendships • Introduction to manners • and courtesy • Change and loss • Gender stereotypes: • Careers and jobs	• Perseverance • Colour Expression • Compliments • Generosity • Nature Walk	• Different emotions • Growth mindset • Healthy diet • Looking after our teeth	• Communication online • Secrets and surprises • Appropriate contact: my private parts • Staying safe with medicine	• Rules beyond school • My local community • Giving my opinion • Our school environment • Jobs • School council	• Exploring needs • Exploring wants • Where does money come from? • Bank cards and accounts • My skills and talents • Everyone is welcome
Year 3	**Introductory lesson** • Healthy families • Friendship conflicts • Friendship: conflict vs bullying • Learning who to trust • Respecting differences in others • Stereotyping gender	• Practice makes progress • Making a difference • Shared interests • Appreciation • Motion detection	• Health diary • Wonderful me • Resilience • Diet and dental health	• First aid: emergencies and calling for help • Cyberbullying • Influences • Keeping safe out and about	• Rights of the child • Charity • Local democracy • Recycling • Community groups • Rights and responsibility • Local democracy • Rules	• How do people pay for things? • What does budgeting mean? • How do people feel about money? • What happens when people spend money? • What careers do people have? • Can anyone be anything?
Year 4	**Introductory lesson** • Respect and manners • Healthy friendship • Bullying • Stereotypes: Disability • Change and loss	• Resilience • My thoughts • Pen Pals • Giving to my community • Making a beat	• Teeth • Celebrating mistakes • Happiness • Emotions • Metal health	• Internet safety: age restrictions • Share aware • Privacy and security • Introducing puberty • Tobacco	• What are human rights • Diverse communities • Caring for the environment • Community • Contributing • Local councillors	• What is value for money? • Why keep track of money? • What ways are there to look after money? • What influences career choice? • Why make a career change? • How can workplace stereotypes be challenges?
Year 5	**Introductory lesson** • Friendship skills • Marriage • Respecting myself • Family life • Bullying • Stereotypes: Race and religion	• Growth mindset • Others around me • Working together • Pay it forward • Adaptive sports	• Importance of rest • Taking responsibility • Healthy meals • Sun safety	• Online friendships • Staying safe online • Puberty • Menstruation • First aid: bleeding • Alcohol, drugs and tobacco: making decisions.	• Breaking the law • Parliament • Rights and responsibilities • Protecting the planet • Contributing to the community • Pressure groups	• Why prioritise needs over wants? • What is a weekly budget? • What is borrowing and loaning? • What are the risks of handing money online? • Why challenge workplace stereotypes? • What makes a suitable career?
Year 6	**Introductory lesson** • Respect • Respectful relationships • Challenging stereotypes • Resolving conflict • Change and loss	• Goal setting • Myself • Community • Apologising • Brain Breaks	• Taking responsibility • Impact of technology • Resilience toolbox • Immunisation • Physical health concerns	• Alcohol • Social media • Physical and emotional changes in puberty • First aid: basic life support	• Human rights • Prejudice and discrimination • National democracy • Food choices and the environment • Caring for others • Valuing diversity	• How doe people navigate their feelings about money? • How do people keep money safe? • What money responsibilities are there in secondary school? • What are the risks of gambling? • What is a workplace? • What career routes are there?

Appendix C: Senior School Programme of Study

Following the suggested curriculum model of the PSHE Association, RSE units are incorporated into the overall PSHE programme as set out below.

We have adopted and subscribed to the Ten:Ten Resources programme in RSE for Catholic secondary schools, Life to the Full. Ten:Ten Resources has cross-referenced the CES Model Curriculum (which was highlighted as a work of good practice by the Department of Education) with the DfE Statutory Guidance for RSE to produce a programme in Relationship, Sex and Health Education for Catholic secondary schools.

We have modified the published programme to incorporate effective elements of our existing best-practice, and to adapt for the needs of our particular pupils and community.

Senior School PSHEE/ RSE Subject Content

Autumn 1				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Emotional wellbeing: managing change and transition Transition to St Mary's senior school, setting learning goals and developing social and emotional skills	**Health and wellbeing** Develop decision making skills that support a healthy lifestyle and their wellbeing. This will include food, exercise and sleep. There will also be assessing the impact of climate change on young people's wellbeing	**Mental health and wellbeing** Students will have the opportunity to rehearse essential self – regulation strategies and apply them to new and complex situations	**Independence, health choices and wellbeing** Supporting students to make informed, healthy and responsible health choices in the transition to Key Stage 4	**Life – long wellbeing** Building on prior learning about mental health and helping students explore strategies that support wellbeing, especially when preparing for examinations
Autumn 2				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Friendship and bullying Exploring the principles of healthy and unhealthy friendships as well as how to identify and	**Personal safety and managing risk** An opportunity for students to assess risk and support their personal safety in a range of	**Careers and future choices** Supporting students in preparing to make GCSE choices by thinking about	**Navigating the online world** Helping students understand the impact and risks of AI and digital technologies including misinformation,	**Drugs and personal safety** Understanding the risks linked to substance use and gang involvement, managing external

respond to bullying incidents	contexts including on the roads, around water and in relation to drugs and alcohol	their career goals and future	deepfakes and sharing images	influences and developing strategies to stay safe and seek support
Spring 1				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Families and changing relationships Looking at the role of families including caring for each other in changing circumstances such as divorce or separation	**Belonging and community** Focusing on how to create respectful and cohesive communities and helping students recognise and challenge bias, stereotypes and discrimination and promoting inclusion	**Drug education** Developing skills to manage situations involving alcohol, vapes or other substances	**Friendship, diversity and challenging extremism** Supporting students to challenge bullying and harmful attitudes, promote inclusion and recognise and respond to extremism	**Safe relationships and sexual health** Helping students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health
Spring 2				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Puberty and keeping safe Puberty and then focusing on specific learning about testicular and vulval health, as well as how to identify and report abuse	**The online world** Helping students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. Helping students assess how online platforms generate income through users	**Managing risk in relation to the law** Helping students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law	**Managing influence** Helping students to evaluate online content, understand how harmful attitudes such as misogyny spread and recognise the impact of content on wellbeing, attitudes and behaviour	**Families, fertility and pregnancy** Exploring family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood and options in the case of unplanned pregnancy

Summer 1				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Influences on relationships Helping students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences	**Healthy and unhealthy relationships** Introducing a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support	**Sexual relationships** Students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception	**Exploring consent and recognising abuse** Deepening students' understanding of consent, and helping them recognise, challenge and seek support for harmful behaviours or abuse	**Online financial harms** Supporting students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation
Summer 2				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Financial decisions Supporting students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.	**Managing money** Learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing	**Navigating online harms** Exploring online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives	**Study, work and careers** Exploring career choices and pathways, work experience, and applications for study or work	