



**St Mary's Catholic College
Wallasey**

Relationships and Sex Education 2022-2024

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WRITTEN BY:	Mrs A Keen Mrs E Parry
HEADTEACHER	Mr K Maddocks
CHAIR OF GOVERNORS	Mr C Donnelly



PSHE and RSHE at St Mary's Catholic College

The Programme of study - PSHE/RSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. Our pupils will know how to be 'safe and healthy, and know how to manage their academic, personal and social lives in a positive way.'

We believe our lesson plans for PSHE at St Mary's does not simply teach pupils *about* the issues in the programme of study. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to *manage* these issues should they encounter them in their lives.

RSHE and PSHE are embedded into our Inspire Time programme.

Concepts developed through the Programme of Study and other curriculum subjects.

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- 2. Relationships** (including different types and in different settings, including online)
- 3. A healthy (including physically, emotionally and socially)**, balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- 4. Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- 5. Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- 6. Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- 7. Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)



8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. Careers (including enterprise, employability and economic understanding)

10. Citizenship including (issues concerning democracy, being a 'British Citizen', human rights, cultural and religious expectations, the constitution, the role of the monarch, legislation, law making, elections, voting and political pressure groups).

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing. It teaches the skills which will equip them for the opportunities and challenges of life. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. Taking on greater responsibility for themselves and others, including aspects of careers education and development, and skills required for future employability examinations.

At Key Stage 5 PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. This includes many aspects of careers education and development, and skills required for future employability.

The PSHE curriculum is supported and enriched by drop down days such as:

- Healthy lifestyles Days
- Enterprise days
- Oracy conference days
- Careers fair
- Citizenship Days

We also have a number of strong relationships with outside agencies:

- Merseyside Fire and Rescue
- Merseyside Police
- Wirral Road Safety Officer and Environmental Service
- Kooth
- ADHD foundation
- Youth Support Service



- Wirral young chambers
- DWE Wirral
- Chester Zoo
- Class Training - first aid

PSHE education at St Mary's will provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- opportunities to develop Values, reading and Oracy skills through the lessons.

Lessons - The structure of sessions are created using a variety of strategies that include:

Clear Links to the College Vision and Values and British Values

Clear Links to our Behaviour Policy

Common ground rules - respecting and listening to others' opinions and not judging or challenging one another.

Retrieval Practice

Reading Practice

Oracy strategies

Varied group/paired activities

Wide range of resources used

Challenging tasks and activities

Case studies

Assessment for learning over the course of a lesson

Who Teaches it

Responsibility for PSHE and the specific relationships and sex education programme lies with the RSE and PSHE coordinators, form tutors, Heads of Learning and specific departmental areas such as Science and Religious Education. However, all staff will be involved in developing the attitudes and values aspect of the PSHE/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.

SEND The Planning Framework for SEND is mapped so all students can access the following:



Our curriculum is mapped and spiralled accordingly so that all our students are supported in:

- Taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them)
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

Assessment

Assessing learning in PSHE at St Mary's is a combination of assessment strategies. Pupils themselves will be able to judge whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

Within each lesson a baseline self-assessment is taken and then an end point reflection. At the end of the lesson or series of lessons, students will have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity.

Examples could be questioning as a baseline and then revisit key questions, extending with higher order questions, inviting students to think of key questions for future learning, revisit main arguments from baseline discussion; formal debate, presentations, leading a discussion or other learning activity, giving advice to characters in specific situations e.g. Agony Aunt responses.

Student assessment resource is available through Google Classroom which evaluates the success of learning.

TEN TEN Overview - The Catholic RSE Curriculum breaks down the curriculum into three Modules:

- Created and Loved by God
- Created to Love Others



- Created to Live in Community Each Module is then broken down into Units of Work.

Ten Ten has cross-referenced CES Model Curriculum with the DFE Statutory Guidance for RSHE to produce a scheme of work in Relationship, Sex and Health Education for Catholic secondary schools.

This programme contains 35 sessions. Each session has film content built into the structure of the lesson, fronted by the same two presenters - Nathan and Mairi. The presenters take pupils on a journey exploring 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 majority of the teaching content comes from the presenters in the films: The videos incorporate humour, interviews with experts, testimonies, fly on the wall style documentary discussions and vox pops from school-aged children around the country answering the same questions that the lesson plans pose. The programme provides a Christian-faith perspective.

Ten Ten Year 7 programme

Who am I?

Changing Bodies

Healthy Inside and Out

Where We Come From

Family and Friends

My Life on Screen

Living Responsibly

Ten Ten Year 8 programme

Created and Chosen

Appreciating Difference

Feelings

Before I Was Born

Tough Relationships

Think Before You Share

Wider World

Ten Ten Year 9 Programme

The Search for Love

Love People, Use Things

In Control of My Choices

Fertility and Contraception

Marriage



One Hundred Percent Knowing My Rights and Responsibilities

Ten Ten Year 10 Programme

Authentic Freedom

Self-image

Values, Attitudes, Beliefs

Parenthood

Pregnancy and Abortion

Abuse

Solidarity

Ten Ten Year 11 and 12

Self worth

Addiction

Eating Disorders

Birth Control

Pornography

STI's

Coercive control

At Key Stage 5 Pupils will follow the cinema sessions as per the Ten Ten website

Sessions per programme	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Cinema
	50 minutes or 2 x 25-minutes or 2 x 50-minutes	50 minutes or 2 x 25-minutes or 2 x 50-minutes	50 minutes or 2 x 25-minutes or 2 x 50-minutes	50 minutes or 2 x 25-minutes or 2 x 50-minutes	50 minutes or 2 x 25-minutes or 2 x 50-minutes	50 minutes or 2 x 25-minutes or 2 x 50-minutes	50 minutes or 2 x 25-minutes or 2 x 50-minutes	Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in- Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, & Attitudes	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies
Year 11	Self-worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control	Truth & Lies



Ten Ten assessment -

For each Programme of Study within “Life to the Full” (Term 2) a resource is provided as an online questionnaire to be undertaken twice by pupils:

1. **Baseline Questionnaire** – to be completed **before** the course begins
2. **Endpoint Questionnaire** – to be completed **after** the course is finished