

RSE Guide







Throughout the school our pastoral curriculum concentrates on the development of the individual within society, covering key aspects of social, personal, spiritual, moral and physical development. This is the vehicle for specific areas such as RSE, careers and mental health.

The RSE curriculum at St Leonard's Catholic School has been planned in consultation with parents, staff and students. We embrace our Catholic Ethos and have therefore based our RSE curriculum using the "Life to the Full" programme, supported by Ten Ten. The name of this programme comes from a Bible verse where Jesus says "I have come that may have life, and have it to the full." (John 10:10). This Bible verse highlights the importance having a meaningful life. RSE is a legal requirement in schools, but it's really important for developing the student as a whole person. In these sessions we will explore things like relationships with others, sexual intercourse and how to manage our emotions. We want students to be able to make informed decisions about their wellbeing, health and relationships.

The students will have 80 minutes per each session wherein they will explore a whole range of different themes, appropriate to their age. These sessions are ran by the tutors, as these staff have the strongest pastoral relationship with each student, and are able to best emotionally support ur students.

We run our RSE sessions with the following ground rules, to ensure that students feel safe and supported in each session:

1. Everyone's view is valued. This does not mean that you can say anything you want! Instead, if have an alternate view to the one being discussed, that's absolutely fine, but you should express your view in a way that is respectful.
2. Safe space. We are all at different stages of our knowledge with RSE. You shouldn't laugh at your peers if they are unsure of something. You also shouldn't purposely try and ask uncomfortable questions to make pupils laugh/ feel uncomfortable. The classroom is a safe space when you can learn, express your opinion and develop yourself.
3. A time and a place. Each year group will be learning about different things as part of RSE, as you are all at different points in your life. Please refrain from discussing what you've learned in detail, particularly in public areas, as it may be overheard by younger pupils.
4. Participation is key. The more you put into these sessions, the more you'll get out of them!

We actively encourage our students to engage in each session, debate key issues about their lives and reflect on their personal development.

Session title	Purpose of session	Learning objectives	Success Criteria	Values and Virtues to be developed
Who am I?	The core religious understanding taught at the outset of this programme of work is that we are created by God as one whole person, both body and soul. Pupils will be encouraged to celebrate their uniqueness, value and dignity, which derive from God, and subsequently to recognise the respect they should have for themselves and others as persons.	Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.	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.	<ol style="list-style-type: none"> 1. Respectful of themselves and others as persons 2. Appreciative of their bodies, character and gifts 3. Grateful to others and to God
Changing Bodies	Building on the religious understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene, and understand that there are different body shapes, sizes and personal attributes.	Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan for them and He is with them throughout it all.	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	<ol style="list-style-type: none"> 1. Gratitude for their bodies, designed by God to change in puberty 2. Honesty about their journey 3. Compassion for self and others
Healthy Inside and Out	In this session, pupils identify what contributes to their self-esteem, and how high or low levels of self-esteem can affect their confidence and decision making. Building on previous exploration of body shapes and sizes, they will explore the effect of body image and learn techniques to help them increase self-esteem.	Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.	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.	<ol style="list-style-type: none"> 1. Grateful to others and to God 2. Appreciative of their bodies, character and gifts 3. Courage to recognise and reject thought distortions
Where We Come From	This session enables students to understand sexual intercourse within a scientific, moral and religious context, leading them in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle.	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.	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.	<ol style="list-style-type: none"> 1. Gratitude for their bodies, designed by God to change in puberty 2. Respectful of themselves and others as persons 3. Courage to hold and stand by their own views.
Family and Friends	In this session, pupils will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, and understand the qualities of true friendship.	Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions	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	<ol style="list-style-type: none"> 1. Discerning in relationships 2. Forgiving of themselves and others 3. Courteous and tolerant of all
My Life on Screen	Pupils will explore their digital lives and the effect our use of digital technology can have on ourselves and others. This lesson is taught in addition to a wider online safety curriculum, not replace it.	Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.	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.	<ol style="list-style-type: none"> 1. Discerning in relationships on and offline 2. Wisdom in their actions 3. Respectful of themselves and others as persons
Living Responsibly	Building on previous sessions' learning about behaviour management, the final session of the Foundation (Year 7 – 8) Programme explores social responsibility and respect for self and others. It should inspire young people to be responsible and play a positive part in their communities	Pupils will learn the effects of their actions on others and understand the concept of social responsibility	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.	<ol style="list-style-type: none"> 1. Being just/fair to friends and strangers 2. Appreciative of their own personhood 3. Loving to God and others

What topics will be taught?

Term 1: Living in the Wider World

Student Leadership

Black History Month

British Values - Monarchy

Resilience

Self-esteem

Prejudice and discrimination

Anti-Bullying Week

Work Ethic

Term 2: Relationship and Sex Education

Who am I?

Changing Bodies

Healthy Inside and Out

Where We Come From

Healthy Eating

My Life on Screen

Living Responsibly

Term 3: Health and Wellbeing

Mental Health Introduction

How can we manage our anger?

Mental Health Week

What are drugs?

Dangers of smoking and vaping

Healthy Living Exercise

What is FGM and why is it dangerous?

Respect and Diversity

Year
7

Year
8

How is this assessed?

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

RSE Assessment

- QA Cycle
- RSE Assessment

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

Session title	Purpose of session	Learning objectives	Success Criteria	Values and Virtues to be developed
Created and chosen	This foundational session helps pupils at the beginning of the Year 8 programme to develop an appreciation that our deepest identity is in God: as people created, chosen and loved by Him. Pupils will learn that science proves our uniqueness and becoming aware of it can help us to open up to God who is the ground of our being and the One who loves us.	Pupils will learn what makes them scientifically unique, and that our deepest need is to love and be loved.	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.	<ol style="list-style-type: none"> 1. Respectful of themselves and others as persons 2. Appreciative of their bodies, character and gifts 3. Grateful to others and to God
Appreciating difference	Building on the teaching that our deepest identity is in God, students will learn about male/female differences including issues such as gender stereotypes, gender identity and gender dysphoria. Students will understand that equality is of great importance, and that we should celebrate our uniqueness. Students will learn about different perspectives regarding gender and transgender identity and they will know that bullying and marginalising others is always wrong because every person is a child of God, worthy of love.	Pupils will learn about some of the ways in which people may choose to articulate their identity, including gender identity.	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.	<ol style="list-style-type: none"> 1. Gratitude for their bodies and unique identity 2. Honesty about their journey 3. Courtesy and tolerance for all
Feelings	This session explores God’s wonderful gift of sexual attraction, which requires self-control, mutual respect and patience to manage well. Pupils will also learn that God has a plan for sex: that our deepest drive to love and be loved is met through sexual union which is total, faithful and open to the precious gift of life.	Pupils will learn that an increase in hormone production during puberty leads to physical and psychological changes, including sexual attraction, and methods for managing the feelings involved with these.	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.	<ol style="list-style-type: none"> 1. Discerning in relationships 2. Self-control around decisions 3. Respectful about different attitudes
Before I was born	This session invites pupils to appreciate the beautiful and fragile gift that life is through learning about the miraculous journey from conception to birth. This also involves teaching on the ending of pregnancies prematurely through miscarriage or deliberately via abortion, and different attitudes surrounding this, including discussions about when life begins.	Pupils will learn what happens during the different stages of pregnancy, the importance of pre-natal care and the emotional, real-life impact of pregnancies carried to full term and otherwise.	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.	<ol style="list-style-type: none"> 1. Courage to share their opinions 2. Compassion for self and others 3. Gratitude for the gift of life
Tough relationships	Building on themes of equality and celebrating difference, this session addresses prejudice and discrimination, both historical and current. Pupils will learn about privilege, ‘Protected Characteristics’ and how to resist judgement. The session ends with a challenge for pupils to choose the route of tolerance, kindness and forgiveness, and never to suffer in silence.	Pupils will learn the meaning of terms such as ‘prejudice’, ‘discrimination’, ‘Protected Characteristics’, ‘tolerance’, ‘kindness’ and ‘forgiveness’ and consider what this looks like in real life.	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.	<ol style="list-style-type: none"> 1. Respect for themselves and others 2. Understanding of their own/other’s privilege 3. Compassion and self-giving justice for those discriminated against 4. Forgiving of themselves and others
Think before you share	This session explores the social, personal and legal consequences of sharing images of a sexual nature. Pupils will also learn about their digital footprint, pornography and online exploitation, leading to the understanding that sharing anything in word, speech or action that reduces people to objects dishonours their God-given dignity. Be mindful that sharing of inappropriate images might have already happened in the school or year group, and so this topic should be handled carefully to ensure no pupils feel targeted. NB. This lesson should be taught in addition to a wider online safety curriculum, not replace it.	Pupils will learn about the consequences of sharing images of a sexual nature, how to resist pressure to do this, and the importance of setting rules to keep themselves safe online.	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.	<ol style="list-style-type: none"> 1. Discerning in relationships 2. Self-disciplined in their online behaviour 3. Respectful of their body and the bodies of others
Wider world	Exploring issues of prejudice, discrimination and homophobic bullying, including a Holocaust case study, pupils will learn that we are called to love and respect one another as children of God with value and dignity that far surpasses our culture, race, religion, sexual orientation, choices and attitudes. Pupils will be given the opportunity to examine and commit to change their own behaviour.	Pupils will learn from history that prejudice can grow into discrimination without the courage of upstanders, and that we all can all, through our language and behaviour, play a part in dismantling prejudice at its root.	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.	<ol style="list-style-type: none"> 1. Courage to speak out and stand up 2. Respectful and welcoming of difference 3. Honest about their own shortcomings

What topics will be taught?

Term 1: Living in the Wider World

- Student Leadership
- Black History Month
- British Values - Monarchy
- Prejudice and discrimination
- Careers: Entrepreneurs and teamwork
- Anti-Bullying Week
- Finances - Budgeting
- Finances – Credit and Debit
- Finances – Tax and NI

Term 2: Relationship and Sex Education

- Created and Chosen
- Appreciating Differences
- Feelings
- Before I Was Born
- Tough Relationships
- Think Before You Share
- Wider World
- Homophobia (Stonewall)

Term 3: Health and Wellbeing

- Personal Development and Target-Setting
- Managing my behaviour to achieve
- Self-confidence and goals
- Mental Health Week
- Mindfulness
- Emotional-literacy and self-awareness
- Vaping, nicotine and addiction
- Domestic conflict

Year 8



Year 9

How is this assessed?

QA Cycle
Pupil Voice

RSE Assessment
QA Cycle
RSE Assessment

QA Cycle
Pupil Voice

Session title	Purpose of session	Learning objectives	Success Criteria	Values and Virtues to be developed
<p>The Search for Love</p>	<p>This RE lesson begins the Year 9 module by exploring the search for love that is part of human nature, but is not ultimately satisfied by another human being, however wonderful this may be. Pupils will learn that human love is a sign of the “greater love” of God. This leads to an exploration of the Church teaching of sex as a gift from God, and that sexual intercourse is the most intimate expression of human love that should be delayed until marriage.</p>	<p>Pupils will consider their desire to love and be loved, and learn about God’s plan for romantic love, sexual attraction and intimacy.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Respectful of themselves and others as persons 2. Appreciative of their bodies, character and gifts 3. Grateful to others and to God
<p>Love People, Use Things</p>	<p>Building on the teaching in RE about sexual intimacy, this session explores some key issues for Year 9 pupils regarding sexual desire, casual sex, pornography and masturbation. It will empower pupils to love people and use things, rather than the other way around.</p>	<p>Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Respectful of themselves and others as persons 2. Courage to choose to be counter-cultural 3. Compassion for self and others
<p>In Control of my Choices</p>	<p>This session helps pupils to understand the difference between love and lust and the importance and benefits of delaying sexual intimacy. Pupils will recognise, clarify and, if necessary, challenge their values, attitudes and beliefs, and they will understand how these influence their choices.</p>	<p>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.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Honesty about their journey 2. Courage to hold and stand by their own views 3. Discerning in relationships
<p>Fertility and Contraception</p>	<p>Through interviews with experts and testimonies from couples, pupils will learn about methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods. They will also be taught the Church’s teaching on contraception and the value of life, and the specifics of how different contraceptives function.</p>	<p>Pupils will learn about methods for managing conception and discuss how they uphold or contravene God’s plan for sex.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Gratitude for their bodies, designed by God 2. Respectful of themselves and others as persons 3. Courage to hold and stand by their own views
<p>Marriage</p>	<p>In this session, pupils will discuss various types of committed relationships (e.g. civil marriage, civil partnerships, forced marriage, monogamy, etc) leading to teaching about the nature and importance of sacramental Christian marriage. Pupils will also be encouraged to consider their own future relationship plans and give thought to developing the virtues they will need.</p>	<p>Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Patience with self and others 2. Self-control over their desires (sexual and non) 3. Generosity towards others 4. Self-sacrifice in relationships
<p>One Hundred Percent</p>	<p>In this lesson, pupils will learn about non-physical and online consent (physical consent and sexual exploitation are covered in the next session). They will learn that consent given under pressure or coercion is not true consent.</p>	<p>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.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Wisdom around difficult relational issues 2. Perseverance and resilience in the face of pressure 3. Discerning about their own and others’ ability to wilfully/unconsciously manipulate
<p>Knowing my Rights and Responsibilities</p>	<p>The final session of this programme explores issues around physical consent and sexual exploitation. It also explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.</p>	<p>Pupils will learn about physical consent, sexual exploitation and human rights.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Respectful of themselves and others as persons 2. Courage to stand up for themselves and others 3. Compassion towards those who are mistreated

What topics will be taught?

Term 1: Living in the Wider World

- Student Leadership
- Black History Month
- British Values – Monarchy
- Enterprising qualities
- Taking control of my future
- Finance: Debt
- Finance: Consumer rights

Term 2: Relationship and Sex Education

- 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

Term 3: Health and Wellbeing

- Alcohol Awareness
- Eating disorders
- Mental Health Week
- Self-harm
- Anxiety
- Stress
- Selfie-obsessed
- The UK- a diverse society
- Extremism and EDL

Year 9

Year 10

How is this assessed?

- QA Cycle
 - Pupil Voice
 - Work Scrutiny
 - Learning Walks

- RSE Assessment
- QA Cycle
- RSE Assessment

- QA Cycle
 - Pupil Voice
 - Work Scrutiny
 - Learning Walks

Session title	Purpose of session	Learning objectives	Success Criteria	Values and Virtues to be developed
Authentic Freedom	Through a film where a young couple explore issues such as peer pressure, virginity, love, sex and responsibility, this session discusses the objective reality of sex: pregnancy and chemical bonding between two people. A common belief is that 'personal freedom is doing what you want as long as no one gets harmed', but this session holds up an alternative perspective: that making a loving gift of self is an ideal worth holding out for, one which leads to authentic freedom.	Pupils will learn about the objective reality of sex, and how this might impact people's decisions around relationships, including their own hopes and wishes for the future.	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.	<ol style="list-style-type: none"> 1. Respectful of their own and others' bodies 2. Self-disciplined and discerning in their decision-making 3. Courageous in voicing their opinions
Self Image	This session addresses themes such as body image, body shame and control over sexual urges to explore positive and negative ways of feeling attractive and confident in ourselves. Pupils will learn that true confidence in who we are, including confidence in our bodies, comes from knowing we have dignity – that we are to be valued and respected not because of how we look or what we do, but just by being alive, created by God and called His child.	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.	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.	<ol style="list-style-type: none"> 1. Respectful of their own and others' bodies 2. Grateful to God 3. Determined and resilient in the face of difficulty and challenge
Beliefs, Values and Attitudes	Through a film where a young man experiences an internal moral battle and the story of executed anti-Nazi activist Sophie Scholl, this session reveals the importance of knowing our own beliefs, values and attitudes so that we are not at risk of making decisions which go against them. Pupils will be given the chance to interrogate their own core values and consider how faith can give us courage to stand up for what we believe in.	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.	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.	<ol style="list-style-type: none"> 1. Discerning about their own beliefs, values and attitudes 2. Honesty, committed to living truthfully and with integrity 3. Courageous in voicing their own opinions
Parenthood	Following after a film where a teenage girl has a blazing row with her Dad and realises she had been taking him for granted, this session considers what it means to be a parent, including issues such as love, dedication, obligation, commitment, sacrifice and a lifetime of responsibility. Marriage is positioned as the ideal foundation for parenthood and family life, and God as our unconditionally loving Father.	Pupils will learn about the 1959 Declaration of the Rights of the Child and how this impacts legal Parental Responsibility, as well as considering the emotional and practical commitment that being a parent entails.	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.	<ol style="list-style-type: none"> 1. Self-giving in relationships 2. Loyal in developing and sustaining relationships 3. Appreciative of their own parents/carers in a new way
Pregnancy and Abortion	In this session, pupils are encouraged to develop their own values and attitudes towards abortion, based on teaching about the stages of life in the womb, abortion myths busted by a medical expert, the Church's teaching and different accounts of people who have experienced abortion (note that students might find some of these difficult to hear). Pregnancies of all kinds, including unplanned and involving disability, are positioned as invitations to respond with love to the gift of life.	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.	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.	<ol style="list-style-type: none"> 1. Determined and resilient in the face of challenging situations 2. Compassionate with regards to other people's experiences 3. Appreciative of the wonderful and fragile gift of life
Abuse	This session unpacks different types of abuse (physical, emotional, domestic and neglect), which are all incompatible with an understanding of innate human dignity. The session also touches on topics such as entrapment, manipulation, sexual grooming, cyberbullying and pornography. Pupils will learn that people are not things to be used but uniquely precious persons to be loved and cherished, that we should remain vigilant to abuse in our own/others' relationships and that victims of abuse should always be encouraged to speak out and access support.	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.	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.	<ol style="list-style-type: none"> 1. Compassion for victims 2. Understanding of how a relationship might change subtly 3. Respectful of their own dignity and value
Solidarity	Through a drama where a teenager wonders if their small act of charity can possibly make a difference on a wider scale, this session explores the Catholic Social Teaching principle of 'integral ecology', where dignity, human rights and concern for the poor are intertwined with a concern for nature, the environment and the whole of creation. Pupils will be challenged to live wisely, think deeply and love generously in order to live in solidarity and peace with God's creation.	Pupils will learn with compassion about FGM, human trafficking, honour-based violence and about Pope Francis' concept of 'an integral ecology'. Pupils will learn that how acting on their beliefs, values and attitudes will influence the world around them, for good or bad.	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.	<ol style="list-style-type: none"> 1. Compassion for the poor, marginalised and oppressed 2. Just and understanding about the impact of their actions locally, nationally and globally 3. Self-giving, able to consider the more urgent needs of others above their own

What topics will be taught?

Term 1: Living in the Wider World

Student Leadership

Black History Month

British Values - Monarchy

STEM Careers

CV and applications

Life Beyond St Leonard's

Work Experience Launch

Rights and Responsibilities in the Workplace

Term 2: Relationship and Sex Education

Authentic Freedom

Self-Image

Beliefs, Values and Attitudes

Parenthood

Pregnancy and Abortion

Abuse

Solidarity

Revenge Porn – the legalities

Term 3: Health and Wellbeing

Screen time – how much is too much?

How harmful is binge drinking?

Mental Health Week

Social media and self-esteem

Managing grief and bereavement

Conflict management

Rule of law – “nudes”

Hate Crimes

Overt and Covert racism

Year 11

Year 10

How is this assessed?

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

RSE Assessment

- QA Cycle
- RSE Assessment

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

Session title	Purpose of session	Learning objectives	Success Criteria	Values and Virtues to be developed
Self Worth	In this Year 11 programme, Nathan and Mairi introduce different people each week who share their own stories and insight. This first session shows two young people, Torema and Joseph, sharing individually about how they experienced a lack of self-respect and dignity as a result of their formative experiences, and then had a lightbulb moment (conversion) through which they began to see their true value. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.	Pupils will consider: How formative experiences can shape a person's beliefs, values and attitudes. How a person's faith and belief that they are created and loved by God can positively influence the way they respect themselves and others.	Pupils will engage with the interviews and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	1. Respect for one's own dignity and that of others. 2. Integrity in word and deed; avoiding a double life. 3. Faith: Trusting that God exists and loves us completely.
Addiction	In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith. Pupils will learn through her story and discussion activities that the pull of short-term highs is strong, but that maturity and growth happens through appreciating one's own life as a gift and learning to make a gift of oneself to others. Mairi and Nathan invite pupils to consider their own patterns or tendencies towards addiction, because being aware about our own addictions can help us to be more patient and honest with ourselves and others.	Pupils will consider: How addiction can affect a person's life. Statistics about drugs and addiction. Strategies to resist/overcome the pull of short-term highs.	Pupils will engage with the interviews and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	1. Self-discipline: resisting pressures and short-term satisfaction 2. Discernment: decision making that is honest and wise 3. Hope: in the fullness of life that God offers
Eating Disorders	In this session, Mairi and Nathan introduce two people, Sarah and James, who both suffered with poor emotional health when they were growing up, which led to an eating disorder. James and Sarah have now come through their difficult experiences and speak with great insight about their past emotional and physical struggles. Through their stories and classroom discussion, pupils will learn that gaining insight into oneself is a key to well-being. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.	Pupils will consider: How pressure, stress and anxiety can contribute to poor emotional health. That poor emotional health can manifest in different ways, including eating disorders. The importance of talking about difficulties, their own and those of others. How reducing self-criticism and practicing gratitude can improve mental and emotional well-being.	Pupils will engage with the interviews and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	1. Self-knowledge: insight into oneself, acquired through effort and patience 2. Courage: to confront negative patterns of behaviour and seek help 3. Friendship: being there with sensitivity and patience when others are struggling
Birth Control	This session holds fertility up as a precious gift to be protected, nurtured and valued. Mairi and Nathan lead pupils through an interview with Em and Sammy, a married couple who tried artificial contraception before moving on to use Natural Family Planning as they grew to appreciate that sex includes the gift of fertility. This led them to a deeper reflection on how love, sex and procreation are all intrinsically linked - because that's how God intended it to be. Through activities and discussions, pupils end the session with an invitation to consider what they want their future lives to be like.	Pupils will consider: The counter-cultural idea of saving sex for marriage. Learn more about fertility and contraception. Learn about Natural Family Planning and why it is the method of managing fertility that the Church supports. Understand the Church teaching on how love, sex and procreation are intrinsically linked.	Pupils will engage with the interviews and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	1. Chastity: striving for sexual purity within and outside of marriage 2. Respect: for God's gift of sexuality, fertility and human life 3. Self-control: mastering one's sexual desires and behaviour for the sake of true love
Pornography	This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships. Mairi and Nathan introduce Isaac and Charlotte, who speak frankly and honestly about their own struggles with pornography. The ultimate takeaway for pupils is that sexual desire is powerful: making it a part of authentic love is a lifelong challenge and responsibility, but one that leads to maturity and fulfilment.	Pupils will consider: That sexual desire is a positive thing that draws us to truth and beauty. Facts and figures about the porn industry. That amongst many other things, porn: o Gives unrealistic expectations and unhealthy sex education o Harms relationships by fostering selfishness and self-satisfaction o Is often linked to masturbation and can be highly addictive.	Pupils will engage with the interviews and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	1. Self-worth: insight into one's innate dignity and that of others 2. Courage: to confront negative patterns of behaviour with realism and patience 3. Ambition: to become a person of high ideals who strives to live by them
STIs	In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family. This led to a lot of risky behaviours, including promiscuity, drug misuse and addiction, various Sexually Transmitted Infections (STIs) and two abortions. Through Bobbi's story, activities and discussions, pupils will consider how the reality of STIs connects to deeper questions about sexual choices and consequences, and how to rethink behaviour that causes harm.	Pupils will consider: How upbringing and peer pressure might have an impact on our choices. Facts and figures about Sexually Transmitted Infections, and the responsibility of getting tested. The emotional/psychological impacts of (regularly) engaging in casual sex. How recognising our true value can bring freedom.	Pupils will engage with the interviews and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	1. Responsibility: facing up to the consequences of decisions and their impact on oneself and others. 2. Courage: to confront negative patterns of behaviour and resist negative peer pressure 3. Friendship: being there with patience when others are struggling and need inspiration
Coercive Control	In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable. The final interviewee is Annabel, who shares about her own journey of looking for love. Through Annabel's story, pupils will be able to consider what is meant by coercive control and how this type of abusive relationship can develop. They will also be able to discuss issues such as rape, victim-blaming, sexism and misogyny.	Pupils will consider: The many forms of coercive control. Why victims might find it hard to leave abusive relationships. Victim-blaming and other societal attitudes towards misogyny and sexual violence (including rape). The qualities of a truly respectful, healthy relationship. Support avenues available to them.	Pupils will engage with the interviews and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others.	1. Understanding: of the true dignity owed to every person and of those things that undermine it. 2. Courage: to confront abuse and bring harmful, coercive patterns of behaviour to light. 3. True friendship: the basis for all flourishing relationships, rooted not in dependency and exploitation but in respect, generosity and trust.

What topics will be taught?

Term 1: Living in the Wider World

Student Leadership

Black History Month

British Values - Monarchy

Applying for next steps
(apprenticeships/ A level/ T level)

Interviews

Year 11 Careers Interview Launch

Term 2: Relationship and Sex Education

Self-Worth

Addiction

Eating Disorders

Birth Control

Pornography

STIs

Coercive Control

Term 3: Health and Wellbeing

Mental Health Week

Stress

The importance of sleep

GCSE Logistics

Preparing for results day

Year 11

Year 12

How is this assessed?

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

RSE Assessment

- QA Cycle
- RSE Assessment

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

What topics will be taught?

Term 1: Living in the Wider World

Student Leadership

Black History Month

British Values - Monarchy

VESPA Mindset Introduction

V: Vision

E: Effort

S: Systems

P: Practising

A: Attitude

Work Experience Launch

Term 2: Relationship and Sex Education

Durham University Supported Progression

Consent

Body Shaming

Sexual Violence

Night out safety

Healthy relationships

LGBTQ+ Sexpression Gender

Term 3: Health and Wellbeing

Road Safety

Mental Health Week

GRIT

Interview Preparation

University Open Days Launch

Living independently

Revision Techniques

Student Leadership

VESPA Review

Year 12

Year 13

How is this assessed?

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

RSE Assessment

QA Cycle

RSE Assessment

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

What topics will be taught?

Term 1: Living in the Wider World

Student Leadership

Black History Month

British Values - Monarchy

Life Beyond St Leonard's

UCAS/ Apprenticeship

Oxford Outreach

Newcastle Partners

Term 2: Relationship and Sex Education

Sex in the media

Contraception

Abuse

Types of Relationship

Happiness and Positivity

Conflict Management

Term 3: Health and Wellbeing

Living independently

Alcohol and Safety

Mental Health Week

Revision planning

Exam timetable

Result's Day: Advice

Year
13

Next
Steps

How is this assessed?

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

RSE Assessment

- QA Cycle
- RSE Assessment

QA Cycle

- Pupil Voice
- Work Scrutiny
- Learning Walks

