



Wimbledon College

Relationships and Sex Education Policy

Agreed by the Governing Body: June 2021
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1. Aims

Wimbledon College is committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

As a Jesuit school we aim to ensure that all students are nurtured, supported and challenged to realise their fullest human potential. We do this together as a community that welcomes, respects and cares for each of our students in their diversity as unique individuals. We will help students to grow in recognising the value of all persons and developing caring and sensitive attitudes for all people, as their fundamental dignity as human persons deserves. We seek to help each student discern how to form meaningful and loving relationships, for their own benefit and the common good of the communities and society in which they are a part.

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

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Sex Education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Parents and staff have been consulted on this policy. They have also been provided with an overview of the ‘Ten:Ten’ ‘Life To The Full’ RSE programme that we are using.

For the purpose of this policy: RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

2. Rationale

“I have come that you might have life and have it to the full” (John.10.10)

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

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

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

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to be respected regardless of their family structure or circumstances. It will also prepare pupils for life in modern Britain.

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). The study of RSE will be complemented by issues studied in Religious Education, Science, PE, IT and through the Chaplaincy programme to ensure our students have a variety of different teachers and subject disciplines to develop and deepen their understanding.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

3. Values and virtues

The attitudes and values of the school are those of Christ's command to love one another as I have loved you (Jn 13:34), where this love means putting others first (Mk 9:35), turning the other cheek (Mt 5:39), and going the extra mile (Mt 5:41).

Pupils are taught, encouraged and expected to develop and maintain a strong personal integrity that is truthful, generous, courteous, and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their relationships with others.

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

Character and Virtues education is something embedded in our Jesuit identity through the Jesuit Pupil Profile virtues which we develop through the whole of our school curriculum including RSE.

4. Objectives

Attitudes and Virtues: To develop the following attitudes and virtues:

- Reverence for the gift of human sexuality and fertility.
- Respect for the dignity of every human being – this includes themselves as well as others
- Joy in the goodness of the created world and their own bodily natures;
- Responsibility for their own actions and a recognition of the impact of these on others;
- Recognising and valuing their own sexual identity and that of others;
- Celebrating the gift of life-long, self-giving love;
- Recognising the importance of marriage and family life;
- Fidelity in relationships.

Personal and Social Skills: To develop the following personal and social skills:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- Managing emotions within relationships, and when relationships break down, dealing with this with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity;
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity;
- Create a positive culture around issues of sexuality and relationships;

Knowledge and Understanding: To know and understand:

- The Church's teaching on relationships and the nature and meaning of sexual love;
- The Church's teaching on marriage and the importance of marriage and family life;
- The centrality and importance of virtue in guiding human living and loving;
- The physical and psychological changes that accompany puberty;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- The importance of health and hygiene.

5. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010).

This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. At Wimbledon College, we teach RSE in line with these policies.

6. Policy development, implementation and review

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

- Review - a member of staff collated all relevant information including relevant national and local guidance.
- Staff consultation - all school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation - parents/carers and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation - we investigated what exactly pupils wanted from their PSHE/RSE.
- Ratification - once amendments were made, the policy was shared with governors and ratified.

Implementation of the policy will take place after consultation with the Governors in the summer term 2026. This policy will be reviewed every year by the Headteacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is June 2027.

7. Curriculum

Our RSE curriculum is set out as per the Appendices, but we may need to adapt it as and when necessary, in response to ongoing changes that may have an impact on pupils and their lives.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. We will share all curriculum materials with parents and carers on request.

8. Delivery and assessment of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. We have adopted the Ten:Ten 'Life to the Full' Scheme of Work to support our delivery of the RSE Curriculum. We will include additional material as required. The outline of the Ten:Ten Scheme of work will be shared with parents. This programme is based on "A Model Catholic RSE Curriculum" provided by the Catholic Education Service.

Teaching strategies will include: establishing ground rules, distancing techniques, discussion, reflection, mind mapping, film & video, group work, role-play, and values clarification.

Pupils knowledge will be assessed at the start of the course as well as at the end of the course through online surveys. Pupil work and engagement will also be assessed by Heads of Line and the RSE lead in termly lesson walkthroughs.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including: Families, Respectful relationships (including friendships), Online safety and awareness, Being safe, and Intimate and sexual relationships (including sexual health).

Inclusion: Inclusion and Differentiated learning:

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Our staff will use quality first teaching techniques and there will be support from LSAs to support students where required.

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

9. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

Our Obligations: We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate and in line with pupils' developmental stage.
- Ensure compliance with: This policy, The Teachers' Standards, The Equality Act 2010, The Human Rights Act 1998, and The Education Act 1996.
- Only work with external agencies where we have full confidence in them, their approach and the resources they use.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case-study materials and look for feedback from other people the agency has worked with.
- Be clear on what they're going to say and their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address any concerns
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.
- Share all external materials with parents and carers.

Prohibited Actions: We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.
- Work with agencies who don't allow their material to be shared with parents and carers.

10. Roles and responsibilities

The Governing Board: The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher and Assistant Headteacher (Student Personal Development): Are responsible for making sure that RSE is taught consistently across the school, for sharing all

resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE.

Staff: Staff are responsible for delivering RSE in a way that is sensitive, high-quality and appropriate for each year group; modelling positive attitudes; monitoring progress; responding to the needs of individual pupils; modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Staff do not have the right to opt out of teaching RSE. Responsibility for the specific relationships and sex education programme lays with the lead RSE teacher who works with the relevant curriculum staff. Staff will have training to help them understand the difficult questions that may be asked of them. If there are questions which a member of staff can't answer they should seek support from the RSE lead/Chaplain/DSL to secure an answer so that they can answer the students question with confidence and secure knowledge. There is an additional CPD calendar where staff can meet with experienced staff to help develop confidence in delivering new topics. Ongoing staff CPD on arising topics are highly likely to be arranged to support staff with their delivery of RSE.

If staff are concerned about a child's reaction or words during an RSE session, they will use the CPOMS system to report concerns to the DSL.

Pupils: Pupils are expected to engage fully with the RSE curriculum and, when discussing issues related to RSE, treat others with respect and sensitivity.

11. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the Headteacher. A copy of any withdrawal requests will be placed in the pupil's educational record.

The Headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing. In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

12. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

13. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher (Student Personal Development), through learning walks, pupil feedback, staff feedback and analysing assessment data. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the Governing board and the Headteacher.

Appendix 1: Wimbledon College Mission Statement

AMDG

Catholic education in the Jesuit tradition: the mission of Jesuit schools in Britain

Wimbledon College is a Jesuit school centred on the person of Jesus Christ and our students are helped and encouraged to take him as their companion and model; to grow in his likeness, becoming **men and women of faith** who are **men and women for others**. They are encouraged to develop their many individual gifts and talents to the full; and to build, in collaboration with all people of good will, the kingdom of God: a kingdom of justice, love and peace.

At Wimbledon College we commit to ensuring that:

- **Each person is offered a spiritual and religious formation in the Catholic Christian tradition and encouraged to deepen a relationship with God.**
- **Each person is nurtured, supported and challenged to realise their full academic and human potential.**
- **Each person is encouraged to develop their moral conscience, to challenge injustice, to have the courage to do what is right and be men and women for others.**
- **Each person is welcomed into our school community, belongs to it and knows that it is part of a global network of Jesuit schools which share a common mission.**

We welcome those who are from all faiths or none. Anyone who wishes to be part of our school community is asked to respect our religious foundation and come with an open mind ready to appreciate, reflect on and learn from the Christian message and that of other traditions.

In seeking to achieve these goals we commit to never accepting mediocrity and strive, after St Ignatius' aspiration, for the *magis*, the 'more'; a depth of understanding and discerned wisdom about what it means to be human beings called by God to a life of holiness.

To help achieve this goal our school "should be a place where people are believed in, honoured and cared for; where individual contributions and accomplishments are appreciated; where everyone is treated fairly and justly; where each of us finds the challenge, encouragement and support we need to reach our fullest individual potential for excellence; where we help one another and work together with enthusiasm and generosity". *Ignatian Pedagogy* (1993), 37.

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Appendix 2: Curriculum map

Wimbledon College PSHE Programme Overview 2026/27

	Autumn 1	Autumn 2	Lent 1	Lent 2	Summer 1	Summer 2
Year 7 Theme	Transition to Wimbledon College [Relationships]	Respect for ourselves & one another [Citizenship]	Future decisions [Future Decisions]	Physical & emotional change [Relationships & Sex Ed]	Positive influences [Relationships]	Supporting others [Health & Well-being]
Year 8 Theme	Preparing for the future [Future decisions]	Who are we? [Relationships & Sex Ed]	Online safety [Health & Well-being]	Positive relationships [Relationships & Sex Ed]	Staying safe [Health & Well-being]	Responsible citizens [Citizenship]
Year 9 Theme	Personal wellbeing [Health & Well-being]	Healthy relationships [Relationships & Sex Ed]	Right choices [Health & Well-being]	Relationships & sex education [Relationships & Sex Ed]	Career & future choices [Future decisions]	British values [Citizenship]
Year 10 Theme	Equality and fairness [Citizenship]	Managing influences [Health & Well-being]	Future work & finance [Future decisions]	Positive relationships [Relationships & Sex Ed]	Valuing ourselves & each other [Relationships & Sex Ed]	Staying safe [Health & Well-being]
Year 11 Theme	Respect for all [Relationships & Sex Ed]	Relationships & sex education [Relationships & Sex Ed]	Future ready [Future decisions]	Healthy choices [Health & Well-being]	Staying safe [Health & Well-being]	Exams [-]
Year 12 Theme	Co-ed learning [Relationships & Sex Ed]	Being an ally [Citizenship]	Taking responsibility [Relationships & Sex Ed]	The right choices [Citizenship]	Fit to perform [Health & Well-being]	Pathways 1 [Future decisions]
Year 13 Theme	A Civil society [Citizenship]	Pathways 2 [Future decisions]	Positive masculinity [Relationships & Sex Ed]	Financial choices [Future decisions]	Reflection & introspection [Health & Well-being]	Exams [-]

Appendix 3: By the end of secondary school students should know the following:

Theme 1: Created and Loved by God

	KS3	KS4&5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 3.1.1.1. Respectful of their own bodies, character and giftedness 3.1.1.2. Appreciative for blessings 3.1.1.3. Grateful to others and to God 3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 3.1.1.5. Discerning in their decision making 3.1.1.6. Determined and resilient in the face of difficulty 3.1.1.7. Courageous in the face of new situations and in facing their fears 	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> 4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships 4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement 4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure 4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different

<p style="text-align: center;">Religious understanding of the human person: loving myself</p>	<p>Pupils should be taught:</p> <p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.2. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage</p> <p>3.1.2.3. The Church’s teaching on the morality of natural and artificial methods of managing fertility</p> <p>3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <p>3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</p> <p>3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience</p>	<p>Pupils should be taught:</p> <p>4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure</p> <p>4.1.2.2. The concept of fasts and feasts and the importance of self- discipline and moderation</p> <p>4.1.2.3. To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3</p> <p>4.1.2.4. The Church’s teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3</p> <p>4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.</p> <p>4.1.2.6. The methods of informing one’s conscience and the absolute character of conscientious demands</p>
	<p style="text-align: center;">KS3</p>	<p style="text-align: center;">KS4&5</p>

Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>3.1.3.1. To recognise their personal strengths</p> <p>3.1.3.2. To distinguish ‘needs’ from ‘wants’</p> <p>3.1.3.3. They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate</p> <p>My body</p> <p>3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality</p> <p>3.1.3.5. There are many different body shapes, sizes and physical attributes</p> <p>3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual</p> <p>My Health</p> <p>3.1.3.7. How to take care of their body, including physical activity and healthy eating, and the importance of taking increased responsibility for their own personal hygiene and dental health</p> <p>3.1.3.8. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug-taking</p> <p>3.1.3.9. To understand the harm that excessive time spent online can have on physical and mental well-being</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>4.1.3.1. To evaluate their own personal strengths and areas for development</p> <p>4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives</p> <p>My body</p> <p>4.1.3.3. The influences on their body image including the media’s portrayal of idealised and artificial body shapes</p> <p>4.1.3.4. The health risks and issues related to this, including cosmetic procedures</p> <p>My health</p> <p>4.1.3.5. To take responsibility for monitoring their own health, for example testicular and breast self-examination, and to make informed choices that have a positive impact on their health and well-being, including physical activity, dental health and healthy eating</p> <p>4.1.3.6. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug taking</p> <p>4.1.3.7. To take responsibility in avoiding excessive time spent online and know the effect this can have on physical and mental well-being</p>
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KS3

KS4&5

Emotional well-being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>3.1.4.1. How to develop self-confidence and self-esteem</p> <p>3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships</p> <p>3.1.4.3. The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform</p> <p>3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation</p> <p>Attitudes</p> <p>3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others</p> <p>4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage</p> <p>4.1.4.3. Strategies for managing mental health and emotional well-being</p> <p>4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>Attitudes</p> <p>4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p>
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KS3

KS4&5

<p>Life cycles and fertility</p>	<p>Pupils should be taught: Life cycles 3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems 3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome Fertility 3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods 3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation 3.1.5.5. The negative impact of substance use on both male and female fertility</p>	<p>Pupils should be taught: Life cycles 4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external 4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome 4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth Fertility 4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods 4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause). 4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility</p>
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Theme 2: Created to love others

	KS3	KS4&5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.2.1.1. Loyal, able to develop and sustain friendships</p> <p>3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different</p> <p>3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5. Courteous in their dealings with friends and strangers</p> <p>3.2.1.6. Honest, committed to living truthfully and with integrity</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible</p> <p>4.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context</p> <p>4.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different, valuing difference and diversity</p> <p>4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness</p> <p>4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts</p> <p>4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication</p>

<p>Religious understanding of human relationships: loving others</p>	<p>Pupils should be taught:</p> <p>3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church</p> <p>3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children</p> <p>3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love</p> <p>3.2.2.4. How to express love and care for others through acts of charity</p> <p>3.2.2.5. How to discuss religious faith and personal beliefs with others</p> <p>3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</p>	<p>Pupils should be taught:</p> <p>4.2.2.1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity</p> <p>4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life</p> <p>4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving</p> <p>4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes</p> <p>4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect</p> <p>4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship</p> <p>4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion</p>
	<p>KS3</p>	<p>KS4&5</p>

Personal Relationships	<p>Pupils should be taught:</p> <p>3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</p> <p>3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>3.2.3.5. That someone else’s expectations in a relationship may be different to yours and strategies for negotiating possible differences.</p> <p>3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, the requirements for canonical validity, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>3.2.3.7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</p> <p>3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child</p> <p>3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.</p> <p>3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single</p>	<p>Pupils should be taught:</p> <p>4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>4.2.3.3. To manage changes in personal relationships including the ending of relationships</p> <p>4.2.3.4. About harassment and how to manage this</p> <p>4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond</p> <p>4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</p> <p>4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, the requirements for canonical validity, civil marriage, civil partnerships and other stable, long-term relationships.</p> <p>4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)</p> <p>4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances</p> <p>4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>
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people, priests and those in religious life
3.2.3.11. There is diversity in sexual attraction and
developing sexuality, including sources of support
and reassurance and how to access them

KS3

KS4&5

<p>Keeping safe and people who can help me</p>	<p>Pupils should be taught: Keeping safe 3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not ‘consent’ 3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given. 3.2.4.5. How to use technology safely, and to be a discerning consumer of information online, including social media, consideration of their “digital footprint” and the law regarding the sharing of images 3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions People who can help me 3.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them</p>	<p>Pupils should be taught: Keeping safe 4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond 4.2.4.2. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others’ rights, to give, not give or withdraw consent 4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships 4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming 4.2.4.5. To be confident in using technology safely, and to be a discerning consumer of information online, including social media, consideration of their “digital footprint” and the law regarding the sharing of images 4.2.4.6. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available. 4.2.4.7. About abortion, including the current legal position, the risks associated with it, the Church’s position and other beliefs and opinions about it People who can help me 4.2.4.8. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement 4.2.4.9. The importance of the school, the parish and other</p>
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		<p>Catholic voluntary organisations in providing help and advice for young people</p> <p>4.2.4.10. Where and how to obtain sexual health information, advice and support</p> <p>4.2.4.11. About who to talk to for accurate, advice and support in the event of unintended pregnancy</p>
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Theme 3: Created to live in community (local, national and global)

	KS3	KS4&5
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p> <p>4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life</p> <p>4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails</p>
Religious understanding of the importance of	<p>Pupils should be taught:</p> <p>3.3.2.1. To discuss moral questions in a balanced and well informed way</p> <p>3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all</p>	<p>Pupils should be taught:</p> <p>4.3.2.1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas</p> <p>4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation</p>

KS3

KS4&5

Living in the wider world

Pupils should be taught:

- 3.3.3.1. The purpose and importance of immunisation and vaccination
- 3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence
- 3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.
- 3.3.3.4. They have responsibilities towards their local, global and national community and creation
- 3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others
- 3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so
- 3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice
- 3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices
- 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)

Pupils should be taught:

- 4.3.3.1. About STIs, including HIV/ AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk
- 4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity
- 4.3.3.3. That extremism and intolerance in whatever forms they take, such as online bullying, hate speech, physical violence and knife crime, are never acceptable
- 4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable
- 4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community
- 4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk
- 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Appendix 4: Parent/carer form requesting their child's withdrawal from sex education within RSE

Please complete this form and return it via email to the Headteacher, Mr Adrian Laing, at mail@wimbledoncollege.org.uk or drop a physical copy to the school office.

Name of Child:	
Class / Year Group:	
Name of Parent / Carer:	
Contact Telephone Number:	
Reason for requesting withdrawal from sex education within RSE:	
Any other information you wish the school to consider:	