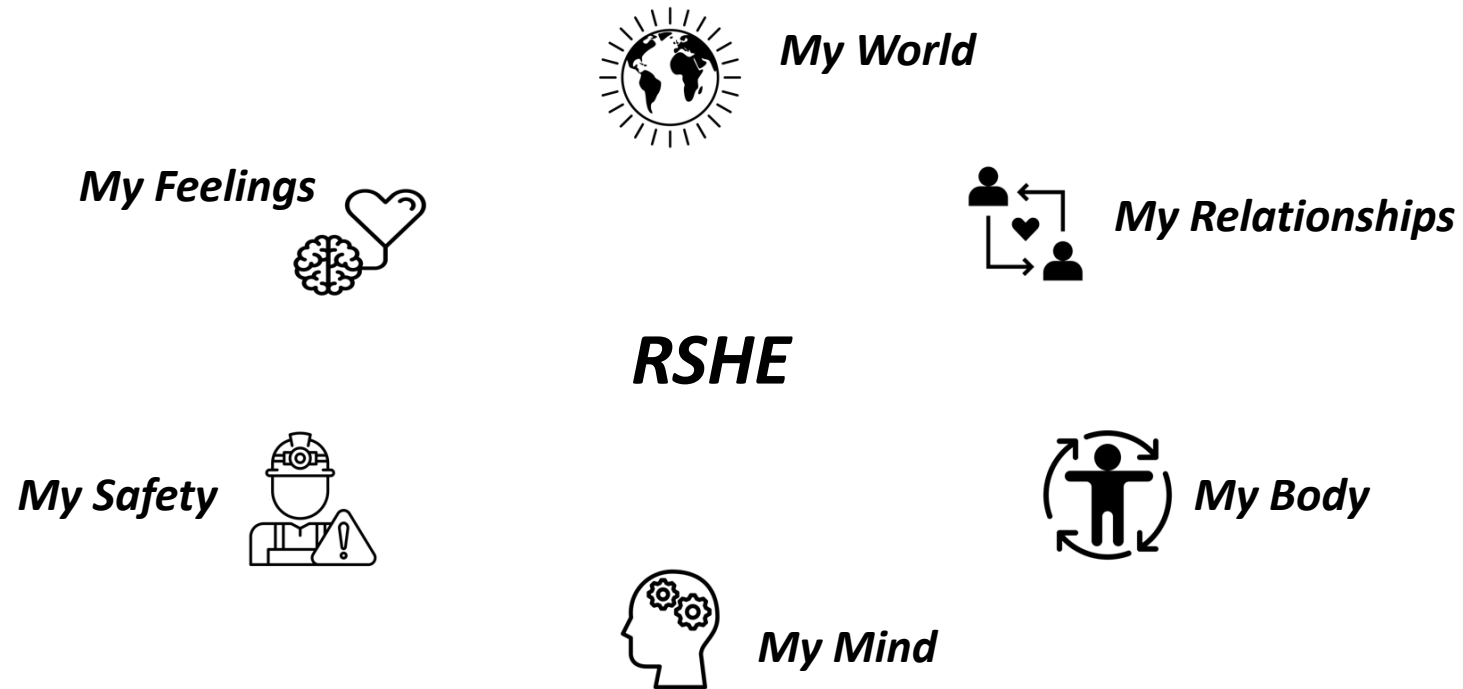




St Benedict's Catholic School RSHE Curriculum



Parent Workshop

“Encounter all as Christ”



What is RSE?

Relationships and Sex Education (“RSE”) became compulsory in all secondary schools as of September 2020.

It is an updated version of the education programme launched in 2000.

The world for young people looks very different from the way it did 20 years ago so these changes are designed to bring the content into the 21st century, making it relevant for your teen.

It is a key component of the Personal, Social, Health and Economic curriculum.

Some of the changes that are covered include:

- The growth of social media and the pressures and impact that can have on teenagers
- Online pornography which is now widely accessible, even to underage teens
- Sexting, including the possible repercussions of sharing inappropriate images
- Grooming and the risks of feeling close to someone online without really knowing anything about them
- Changing attitudes and laws around sexuality, gender and marriage



What are the RSHE and PSHE requirements for schools in England?

Relationships and Sex Education will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching ‘relationships, sex and health education’ on GOV.UK



What are the RSHE and PSHE requirements for schools in England?

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching ‘relationships, sex and health education’ on GOV.UK.



Why is there a need for RSHE and PSHE?

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

This is a section of the [statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

“PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.”

“Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.”

This is taken from research carried out by the PSHE Association for the Department for Education.



The Equality Act 2010




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Have Life and Have it to the Full.

“Encounter all as Christ”

How does the Equality Act impact on RSHE?

The Equality Act 2010 places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe.

RSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation



THE ARCHDIOCESE *of* BIRMINGHAM



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How does the Diocese want us to approach RSHE?

The RSHE curriculum has incorporated within it a programme of study called ‘Life to the Full’ created by **Ten:Ten- a Catholic RSHE company**. This curriculum has been endorsed by the Catholic Education Service and Birmingham Diocese. All resources are inspired by faith and rooted in scripture. It follows the principle that parents are the first and foremost educators of their children. This was previously delivered in form time but we have adapted our curriculum so that it can be delivered with RSHE lessons.

Parent portal:

Username: st-benedicts-49

Password: pasta- spoon





The St Benedict’s Model

All Students K3-5 will follow these themes throughout the year.

Personal Development
(Everything we do as a school outside of the subject curriculum)

Emily Cosnett
Assistant Head Personal Development

Francesca Fisher
Head of RSHE

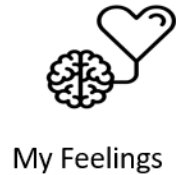
KS3- Will have 1x timetabled lesson a fortnight called **RSHE** + Drop Down Days- **COMPASS DAYS**

It will cover the PSHE framework and RSE Statutory requirement

Form Time- responsive curriculum based on pastoral need

KS4 &5 – Will have 1x weekly session in form time called **PERSONAL DEVELOPMENT** + Drop Down Days- **COMPASS DAYS**

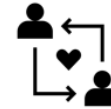
It will cover the PSHE framework and RSE Statutory requirement



My Feelings



My World



My Relationships



My Safety



My Body



My Mind






Our Extra Curricular/ Enrichment offer

Our extra- curricular/ enrichment program provides your children with the opportunity to focus on their mental health and wellbeing through learning a new skill or hobby.

This is well recognised by mental health charities as beneficial to maintaining wellbeing.

Monday	Tuesday	Wednesday	Thursday	Friday
Barclays Life Skills/Careers Year 7 – 13 G2 Miss Klatt	Debate Club Year 7 - 13 Rm 15 Miss Beaman	Poetry Club Year 7 – 13 Library Dr Fernie	St Benedict’s Bees Gardening Club Years 7 – 13 Outside Science Block Mrs Taylor	
Russian Years 7 – 13 Rm 5 Mr Payton	Board Games Club Years 7 – 8 Rm 19 Mr Whalley	Mary Poppins: School Production Year 7 -13 Rm 17 Mr Gee and Miss Taylor Jones		
	German Language Club Years 7 – 8 RISE Centre Mrs Austin Braams	French Club Years 7 – 8 Rm 1 Miss Mainardi		
		Further Maths Year 11 Rm 6 Mr Campbell Kelly		
Sports Clubs See your PE teacher for more details		Sports Clubs See your PE teacher for more details	Sports Clubs See your PE teacher for more details	

	Year 7	Year 8	Year 9
Autumn One: My World 	Welcome to RSHE- What is it?	Welcome to RSHE- What is it?	Welcome to RSHE- What is it?
	How can I manage change?	Created and chosen (Ten Ten)	Why is the Equalities Act of 2010 so important?
	Who can I turn to at St Benedict's?	Wider world (Ten Ten)	Does prejudice and discrimination exist in C21st UK?
	Who can I turn to outside of St Benedict's?	Why and how does body image effect young people?	Is social media good for me?
	Half Term		
Autumn Two: My Relationship 	Who am I? (Ten Ten)	Appreciating difference (Ten Ten)	The Search for Love (Ten Ten)
	Family and Friends (Ten Ten)	Tough relationships (Ten Ten)	Love People Use Things (Ten Ten)
	How can I build effective relationships at my new school?	What does family mean in C21st?	In control of my choices (Ten Ten)
	How do we solve conflicts with our friends?	What is good parenting?	One Hundred Percent (Ten Ten)
Christmas			
Spring One: My Body 	Changing Bodies (Ten Ten)	Before I was born (Ten Ten)	Knowing My Rights and Responsibilities (Ten Ten)
	Where we come from (Ten Ten)	What do I need to know about smoking and vaping?	Fertility and Contraception (Ten Ten)
	How does puberty link to personal hygiene and care?	What do I need to know about alcohol?	What are STI's?
	Why is good quality sleep so important?	What do I need to know about drugs?	Why is consent such an important idea?
	Half Term		

Spring Two: My Mind 	What strategies can we use to take care of our wellbeing?	What is gambling and what are the dangers?	How can relationships affect our mental health?
	How can we manage unhealthy comparisons?	What is budgeting and why is it important?	What is anxiety and depression?
	What are unhealthy coping strategies?	What is debt?	What is gender identity?
	What are healthy coping strategies?	What is financial exploitation?	What is sexual identity?
Easter			
Summer One: My Safety 	My life on screen (Ten Ten)	Think before you share (Ten Ten)	What has peer pressure got to do with my safety?
	How can I be safe outside school?	When should I use first aid?	What does County lines mean?
	What is risk?	How can I apply first aid and when do we contact the emergency services?	Why is knife crime such a problem in the UK?
	Living Responsibly (Ten Ten)	What is Neglect?	What is FGM? Why is it against the law?
Half Term			
Summer Two: My Feelings 	Healthy Inside and Out (Ten Ten)	Feelings (Ten Ten)	How does the media distort sexual relationships?
	How can we communicate our emotions sensitively?	What are online relationships and what are the risks?	What does LGBTQ+ stand for?
	What is a healthy, romantic relationship?	What is grooming?	What are positive intimate relationships like?
	How do romantic relationships rely on trust and honesty?	How can we manage grief and bereavement?	How can intimate relationships be distorted or influenced?
Summer Holidays			



Right to Withdrawal?

You can't withdraw your teen from any component that forms part of the Relationships Education element of RSE, such as lessons that teach about families, friendships, general health, risky activities and how to stay safe online and offline.

However, you do have the right to withdraw your teen from some or all of the sex education components within RSE (following discussion with the school) up to three terms before they turn 16 (the legal age of consent). At this point, your teen can choose to receive sex education if they would like to, and the school should arrange for them to receive this teaching in one of those three terms.

For the sake of clarity, there is no right to withdraw students from any component of the national science curriculum, such as learning about sexual organs or reproduction.

Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'



How will RSHE be delivered by staff?

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

It will be a matter of common practice that:

- no-one (teacher or student) will have to answer a personal question
- no-one will be forced to take part in a discussion
- the correct names for body parts will be used most of the time
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other pupils or students.

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the Pastoral Team for that student.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Designated Safeguarding or Child Protection Officer as appropriate. In cases of concern over sexual abuse, the schools Child Protection Procedures will be followed.

It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

The school may contact you if an issue has been raised in RSHE lessons as we want to keep the dialogue open between parents and the school.



The Outcome: What can you expect from students and staff?

- Discerning and mindful human beings willing to participate as positive citizens
- Solution-focused individuals – knowing how and when to solve their own problems, and when to seek help
- Resilient, caring people – caring for self and others
- Questioning and challenging minds that want to learn
- Self-knowledge for self-efficacy
- Emotionally literate individuals
- Exploration skills – looking for their own answers

Through this program, we can be confident that a focus on well-being and mental health not only enables us to provide a healthy and happy school environment for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission: the promotion of effective learning.



How to talk with your teen about sex and relationships?

1) Start early and often...

Being open to discussing relationships and sex early in your teen's life will help them feel more comfortable talking to you and asking questions when they're older. Having regular conversations also sends the message that these topics are important enough to talk about regularly and are a normal part of life.

2) Listen without interrupting...

Listening to your teen is key in helping them become comfortable with talking and opening up to you. Encourage them to talk by asking lots of questions. If they start the conversation with a question, get them to share with you what they already know about the topic before giving them an answer. This will help you assess their scope of understanding and give you chance to find out more about what they know before you share your knowledge



How to talk with your teen about sex and relationships?

3) Its ok to feel embarrassed or awkward...

Everyone’s comfort level is different when it comes to discussing relationships and sex. Try not to let embarrassment or awkwardness discourage you or your teen from having these conversations. It is likely that your teen will be very grateful to you for taking the initiative to talk about it and let them ask questions.

4) Try to be positive without judgement...

You want your child to be able to talk to you about anything so it’s important that you do not invalidate them, their feelings and their experiences but approach the conversation ready to listen. Try not to say anything that might close down the channels of conversation now or in the future and try not to focus only on the dangers and negative consequences of relationships and sex; it’s important you recognise all the positive aspects and feelings too.



How to talk with your teen about sex and relationships?

5) Don't make assumptions...

Don't assume that just because your teen has asked you a question about relationships or sex, that they're actually in one or actively participating. Plenty of teens may ask questions about these topics because they are curious or they've come across something online or through a friend. If your teen asks you a question, provide them with an answer, if you don't have one, be truthful. This helps create trust between you and them and will make it easier for them to turn to you for help when they're older.

6) Look at a copy of the RSE curriculum from school...

This will let you know when topics are being covered so that you can talk to your teen about these topics before or after they come up (depending on what's easier for you). If you're not comfortable with the topics, you can talk to staff (Mrs Fisher) about how they will present the information.



How to talk with your teen about sex and relationships?

7) Use prompts to get the conversation started...

If you're struggling to get the conversation started, television shows, movies, websites, books and magazines can be a springboard for educating them about relationships or sex without the difficulty of initiating a conversation that seems targeted specifically at them. For example, if dating, LGBTQIA+ issues, love or sex come up on a TV show or in a movie that you are watching together, it can prompt a discussion.

8) Make it about values...

There are a lot of places your teen can go to find out about relationships and sex – school, books, internet and friends. What's important is that you help your teen learn positive and healthy values around these topics – such as how to treat others kindly and respectfully. Without this guidance, young people can learn from sources with unrealistic depictions of relationships and sex.



How to talk with your teen about sex and relationships?

9) Don't always make it about them...

Your teen might find it easier to talk about relationships and sex when it's in the third person. Stories about friends, family members or examples you come across on the TV or in the news are all good ways to get your teen speaking. Questions such as 'what do you think that person should have done?', 'what could they have done differently?' and 'what pressures might they have felt?' can help get your teen to talk freely about potentially difficult topics. This is because it shifts the focus from your teen to imaginary characters, making it much easier for them to express opinions without feeling it's personal and about them.

10) It's ok not to have all the answers...

It's ok to tell your teen that you don't know the answer to something. Either tell them that you'll get back to them after you've done a bit of research or use it as an opportunity to do the research together. There are plenty of great resources and websites on the internet for parents and their children.

For more information:



Promotional material

**Relationships, sex and health
education: guides for parents**

Search 'RSE FAQ' on GOV.UK

Search 'RSE Parent Guide' on GOV.UK

Any questions or concerns:

Francesca Fisher (Head of RSHE)

ffisher@sbe.magnificat.org.uk