



Education in Human Love

Relationships and Sex Education Policy

PRINCIPLES

Marymount International School is dedicated to the harmonious growth of the whole person through each individual's physical, emotional, intellectual, social, moral and spiritual development. This includes educating students to develop healthy and positive relationships. The PSHEE curriculum has been created to include units that are age appropriate in regard to healthy relationships and are aligned with the Catholic ethos and values of the School.

Relationship and Sex Education requires an integrated holistic approach which respects the fundamental dignity of the individual and the responsibilities of parents and teachers. Through the pastoral and spiritual life of the School, we encourage students to have a healthy sense of self and that, through the belief that each individual is made in the image and likeness of God, they have intrinsic value and respect.

The aim of Relationship and Sex Education (RSE) in a Catholic school is to bring the young person to the point where they can make decisions about their relationships and sexual behaviour which are fully informed, independent and congruent with true Christian values and moral principles.

CONSULTATION

As part of the review of the RSE curriculum, the School engaged in a consultation with parents, students, staff and governors. Parents receive a letter providing an outline of the RSE Programme for their daughter's particular Grade. This includes a task for them to complete with their daughter so that they can engage in the learning process. Parents are then given the opportunity to provide feedback to the RSE coordinators (The PSHEE Coordinator and Chair of the Religious Studies Department) and take up the invitation to be part of a parent voice forum. Examples of resources used and tasks undertaken in the class setting are shared with parents in the annual RSE update letter. PSHEE/RSE resources and student work is shared at Open Mornings and celebrated at appropriate times in the school year in communications to parents such as the Weekly News Bulletin.

The policy and RSE curriculum have been presented to the Spiritual Life Committee for advice and oversight and also to the Board for ratification. All staff and governors recognise that we have a full and active part to play in preparing our students for responsible decision-making within the context of the Catholic faith.

IMPLEMENTATION AND REVIEW OF POLICY

This policy will be reviewed annually by the Headmistress, the RSE Coordinators, the Chair of Science, the Deputy Head (Safeguarding) and the Governors.

DISSEMINATION

The draft policy will be given to the Board of Governors and all teaching and non-teaching members of staff. Copies of the document and details of the curriculum will be made available to parents through letters outlining the course to parents, and is available from the Head's PA. Details of the Policy will also be published on the School's website.

WHAT IS RELATIONSHIP AND SEX EDUCATION?

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships." (DfE, 2025) It is about the development of the student's knowledge and understanding of herself and her sexuality, which means to be fully human, called to live in positive relationships with self and others and being enabled to make moral decisions in conscience. The RSE curriculum should "provide young people the information they need to develop healthy, safe and nurturing relationships of all kinds." (DfE, 2025) It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or



other type of committed relationship. It “should include knowledge that they need in later life to keep themselves safe, and how to avoid sexually transmitted infections and unplanned pregnancies.” At Marymount International School London, this involves adopting attributes of the IB learner Profile so that students become principled and balanced learners, able to hold positive beliefs, values and attitudes consistent with Catholic belief in the context of a Catholic School.

STATUTORY REQUIREMENTS

Statutory requirements for RSE are set out in the DfE’s guidance entitled ‘Relationships Education, Relationships and Sex Education and Health Education’ (DfE, July 2025)

RATIONALE

“I have come that you might have life and have it to the full” (John 10:10)

At Marymount we are inspired by the RSHM Goal, “That all may have life and have it to the full” (John 10:10) and understand that relationship with the self and with the other is essential for life in community and in enjoying fulfilling relationships. We advocate and explore 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 a 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, RSE will be firmly embedded in the PSHEE framework, Religious Studies and Science curricula, as well as the Advisory Programmes, as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of students. It is centred on Christ’s vision of being human as good news and will be delivered in a manner that is positive and thoughtful, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

The RSE curriculum will reflect the Church’s moral teaching on the central importance of marriage and family life whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. Students will be supported and enabled to understand and discuss different sets of values sensitively. It will also prepare students for life as global citizens by adopting attributes of the IB Learner Profile so that students become principled and balanced learners, able to hold positive beliefs, values and attitudes whilst understanding that others may hold a differing perspective.

VALUES AND VIRTUES

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. The Marymount RSE curriculum is centred on the School’s Mission that we empower our students to be “firm in faith, vibrant in hope, rooted in love and one in service” and so embody the Christian virtues of faith, hope and love. Through the curriculum, time will be given to an exploration of faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIMS OF RSE

Our Mission commits us to encouraging and affirming personal growth of the whole person (spiritual, physical, intellectual, moral, social, cultural, emotional) and RSE is an integral part of this education. Furthermore, we aim to raise students’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:



In partnership with parents, to provide students and young people with a “positive and prudent sexual education”¹ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

OBJECTIVES

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of 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.

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, 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.
- building mutual trust and respect for all student whilst acknowledging that, as a boarding school, we must encourage boarders to develop good relationships with fellow students and staff whilst helping them to understand what makes a healthy and nurturing relationship.

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.

OUTCOMES

¹ *Gravissimum Educationis* 1



INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual students in respect to students' 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 students to discrimination. Lessons will also help students 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. *(Please see the Safeguarding, Anti-Bullying, School's Equal Opportunities and SENDA Policies).*

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

PARENTS AND CARERS

We recognise that parents and guardians are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and guardians in educating their children.

Therefore, the School will support parents and guardians by providing material to be shared with their daughter at home and workshops to help parents to find out more. Parents and guardians will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their daughter's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the School in the RSE Programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the School's RSE programme to meet their daughter's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those parts that are included in the Science lessons. Should parents wish to withdraw their daughter, they are asked to notify the School by contacting the Headteacher. The School will provide support by providing material for parents to help their daughters with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. *(Please refer to the DfE guidance Page 6 for further details on the right to be excused from sex education).*

BALANCED CURRICULUM

Whilst promoting Catholic values and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE, this includes (but not limited to) those issues relating to forced-marriage, pornography, sexual harassment and sexual violence, exploitation, female genital mutilation, abortion, the age of consent and understanding that ethical behaviour goes beyond consent, power dynamics in relationships and how to avoid feeling pressured in relationships. It will also cover legislation relating to equality. During PSHEE and RSE, students will discuss how to keep safe online and consider evolving risk pertaining to the internet including AI generated content and deepfakes, sextortion, gambling risks, social media literacy and guidance on what to do if an intimate image has been shared or created. 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 students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

ORGANISATION AND CONTENT OF RELATIONSHIPS AND SEX EDUCATION

At Marymount, much of the Relationship and Sex Education takes place within PSHEE, Science and Religious Studies lessons and is also studied through the Advisory Curriculum. Faculty generally deliver the PSHEE Curriculum with support from professionals e.g. School Nurses, Life Coach/Counsellor, Designated Safeguarding Lead where appropriate. The student-teacher relationship that is fostered through the Advisory Programme means that many of the issues that are included in the RSE curriculum are best covered in a familiar and safe environment where students feel comfortable to discuss issues regarding relationships. RSE lessons



are set within the wider context of the PSHEE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science Curriculum is delivered by faculty in the Science department. These lessons are more concerned with the physical aspects of development and reproduction which should be set within discussions around the importance of relationships.

The Religious Studies curriculum is delivered by Religious Studies teachers within the context of Catholic teaching with the aim of looking at relationships and sex from a moral perspective. Here students acquire knowledge and understanding of the Catholic teaching on the human person and sexuality, family life and marriage whilst considering issues where there may be a variety of perspectives.

The RSE Programme is taught through the PSHEE Programme, which is taught in Grades 6-12, and the Science Curriculum in Grades 6-10 and through the Religious Studies curriculum, particularly in Grade 9 within the Marriage and Family Life unit. The Programme is also delivered through bespoke sessions during Enrichment days.

Complementing the PSHEE and RSE curricula, is a school-wide focus on wellbeing which promotes physical and mental wellbeing throughout the year in the Advisory curriculum. Students are provided with a Wellbeing booklet both in hard copy and on the intranet which ensures that they have access to support both inside and outside of school. The Wellbeing Hub also provides a wealth of resources for students to consider if they have a particular concern related to their physical or mental wellbeing.

ASSESSMENT

There is no formal assessment, but tests, written assignments, self-reflection and self-evaluation are used to capture progress.

STUDENTS' QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other students and young people.

The School recognises that young people are exposed to sexual harassment and online sexual abuse. Therefore the School's approach is to address these issues within the RSE schemes of work. Further discussions may also take place during the Advisory sessions when required. Those students who may have been the subject of unhealthy relationships or sexual abuse of any kind will be given the opportunity to learn the compulsory material in a safe environment in which they feel comfortable.

Controversial or Sensitive Issues

Any RSE lesson may consider questions or issues that some students will find sensitive or controversial. These may be due to levels of maturity, personal experiences, or disagreements with the teaching of the Church, illegality or any harmful activity. Through open debate, discussion and clear direction from the teacher, students should feel empowered to ask and answer questions in a safe environment. Students are best protected from harm or exploitation if issues are discussed openly within the context of the RSE Programme. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, factual replies will be given within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Should discussions lead to the disclosure of a safeguarding issue, teachers need to reassure the student and follow the School's safeguarding procedures and inform the DSL as soon as possible. Faculty will need to be aware of the needs of their students and not let fears and worries go unnoticed.

RESPONSIBILITY FOR THE TEACHING THE RSE PROGRAMME

Responsibility for the specific relationships and sex education programme lies with the PSHEE Co-ordinator, the Chair of Religious Studies and members of SLT who work with PSHEE, RS and pastoral programmes. They



work with Heads of Year and Advisors, as well as with staff nominated from the Science and Religious Studies faculties.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for students of good, healthy, wholesome relationships and will also be contributing to the development of students' personal and social skills.

EXTERNAL VISITORS

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session.

Any visitor must adhere to the procedures in place by Marymount for visiting speakers. A risk assessment will be completed, and materials requested beforehand to ensure that the information being communicated to students will be worthwhile, informative and cohere with the values and mission of the School.

Health professionals should follow the School's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice and liaise with the Deputy Head Pastoral / Designated Safeguarding Lead for advice on any issues which suggests a child is at risk of harm or has been harmed. *(Please refer to the Safeguarding Policy for details about what to do if a student makes a disclosure)*

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE GOVERNORS

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with the Diocesan Policy for RSE and other whole school policies, e.g., SENDA, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Utilise the Spiritual Life Board Committee to monitor and evaluate the Programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant Science topics and the setting of RSE within PSHEE, RS, Science and Advisory curricula.

HEADTEACHER

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority.

PSHEE CO-ORDINATOR AND CHAIR OF RELIGIOUS STUDIES

The PSHEE co-ordinator, Chair of Religious Studies with the Headmistress and supported by the Deputy Heads, will have a general responsibility for supporting other members of staff in the implementation of this policy. They will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

ALL STAFF

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the School. Appropriate training will be made available for all staff teaching RSE. All staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHEE framework, the Religious Studies and Science curricula. It includes guidelines about student safety and *should be read in conjunction with the Safeguarding Policy, Anti-Bullying Policy, Intimacy Policy, SENDA Policy and the Online Safety and Acceptable Use policies* and Equal Opportunities. Students with particular difficulties whether of a physical or intellectual nature will receive



appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of students.

CONFIDENTIALITY AND ADVICE

All governors, teachers, support staff, parents and students must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of students at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Students will be encouraged to talk to their parents and guardians about the issues which are discussed in the programme. Teachers will always help students facing personal difficulties. Teachers should explain to students that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., DSL but that the students would always be informed first that such action was going to be taken.

In a case where a teacher learns from any student that they are having or contemplating sexual intercourse or may be pregnant:

- the young person will be persuaded, wherever possible, to talk to their parent or guardian and if necessary to seek medical advice. This may be at school and facilitated by the Head Teacher, DSL or School Nurse.
- child protection issues will be considered and referred if necessary to the DSL under the school's procedures.
- Health professionals e.g School Nurse and Family Planning Nurses assisting on the RSE programme in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the School's policy.

MONITORING AND EVALUATION OF RELATIONSHIPS AND SEX EDUCATION

It is the responsibility of the PSHEE Co-ordinator, Chair of Religious Studies and Chair of Science to oversee and organise the monitoring and evaluation of RSE by examining plans, curriculum, and samples of students' work. The RSE programme will be evaluated annually by means of questionnaires / response sheets/ needs assessment given to students, and / or by discussion with students, staff and parents. More frequent examination of curriculum and policy will be undertaken should there be emerging issues where this is required. The results of the evaluation will be reported to the Spiritual Life Committee. Governors remain ultimately responsible for the Policy.

The Spiritual Life Committee is responsible for overseeing and reviewing the Relationships and Sex Education Policy. This policy will be reviewed annually.

Once approved by the Board of Governors, this Policy will be available on the school website.

RELATED POLICIES:

Anti-Bullying Policy

Safeguarding Policy

Equal Opportunities Policy for Students

SENDA Policy

Intimacy Policy

Online Safety Policy

Acceptable Use Policy

Reviewed July 2025

To be approved: September 2025



APPENDIX

Curriculum overview:



Grade	PSHEE	Religious Studies	Spiritual Life	The Advisor Curriculum	Science and the School Nurse
6	Relationships Students will consider what it means to be a friend. They will develop an understanding of the qualities that make a friend and consider how friendship changes as they grow older. As part of the unit, students will develop a deeper understanding of peer pressure and consider choices and their possible consequences.	Incarnation Unit Students undertake an inquiry into the Incarnation to gain a deeper understanding of how all humans are made in the image of God. Ideas regarding human dignity and self - worth are developed,* with a focus on Childrens' rights and education. MMI Grade 6 red6 0100 scheme of work.docx	Focus for retreat and prayer opportunities. *The human person: unique and infinitely valuable – respecting the dignity of every human being. *Grade retreat with a focus on uniqueness, friendship and teamwork. affirmation booklets Grade 6.pub Firm in faith Grade 6 202425.pptx	Getting to know MMI and each other Team Building Shared experiences: camps, retreats and challenges; Potential areas for discussion: the benefit of new experiences, taking on personal challenges, solving friendship issues Growth Mindset - Potential areas for discussion: perseverance, failing well, bouncing back after failure, maintaining positive mental health; developing positive self-esteem; Affective skills include: perfectionism, managing self-talk, resilience, self-motivation, emotional management, perseverance Wellbeing month	Session on Puberty & Menstruation delivered by the school nurse *Focus on the reproductive system. This is taught alongside PSHE. · Labelling the male and female reproductive systems · Changes due to hormones: testosterone and oestrogen that bring about physical and emotional changes · The need for puberty · Fertilisation and implantation
7	Relationships Students will explore their identity and culture and reflect on what character virtues are important to them / what factors shape the development of their own character. Against this background, students will explore what changes / developments take place when they move from being a child to an adolescent / teenager. Students will begin to consider how their friendships / relationships may	Our life journey- the sacraments. *Through a study of Sacraments of initiation students will explore the role of the family in the context of the principle of the dignity of the human person and the principle of solidarity, with a focus on its contribution to the common good. 4. Sacraments RED 1.Creation and Covenant	Focus for retreat and opportunities for prayer. *The human person: unique and infinitely valuable – respecting the dignity of every human being The Grade retreat has a focus on unique gifts, friendships and love expressed through love of neighbour and self. Firm in faith Grade 7.pptx	Getting to know MMI and each other Team Building Shared experiences: camps, retreats and challenges; Potential areas for discussion: the benefit of new experiences, taking on personal challenges, solving friendship issues Growth Mindset Potential areas for discussion: perseverance, failing well, bouncing back after failure, and attributing causes for success and failure; maintaining positive mental health; developing positive	Session on Puberty & Menstruation delivered by the school nurse *Following topics will be covered in Science in Semester 2 Reproductive system and IVF Science may liaise with Mrs Burke when IVF is covered Respiratory system where vaping will be covered. While teaching about exercise and heart, Science will be introducing life-saving skills.



	change as they journey through life.			self- esteem; Affective skills include perfectionism, managing self-talk, resilience, self-motivation, emotional management, perseverance Wellbeing month	
8	Relationships Students will focus on family life – parenthood and parenting. Students will explore different forms of committed, stable relationships and consider the importance of marriage. In addition, students will investigate the role of the media / social media and uncover stereotypes & unrealistic portrayals of relationships.	Dialogue and encounter Students focus on Goal 6 of the school “That all may have life and have it to the full.” They explore ideas concerning nurturing ‘human wholeness’ in line with the ethos of our School. This includes developing a greater understanding of ‘Meeting God in friend and stranger’. Commitment to the Common Good/social wellbeing and peace and security. Source to Summit_Y9_Student Book_contents.pdf	Focus for retreat and opportunities for prayer. *The human person: unique and infinitely valuable – respecting the dignity of every human being. The Grade retreat has a focus on unique gifts, building resilience, service as an expression of love and care for others. Firm in faith Grade 8.pptx	Getting to know MMI and each other Team Building Shared experiences: camps, retreats and challenges; Potential areas for discussion: the benefit of new experiences, taking on personal challenges, solving friendship issues Growth Mindset Potential areas for discussion: perseverance, failing well, bouncing back after failure, and attributing causes for success and failure; maintaining positive mental health; developing positive self- esteem; Affective skills include perfectionism, managing self-talk, resilience, self-motivation, emotional management, perseverance Wellbeing Month	Immunisation and vaccination: HPV vaccines
9	Students deepen / develop their understanding of the features of healthy, positive relationships, in all contexts, including online. Students explore how friendships can change during adolescence. Students recap and build on their understanding of the legal framework, incl. the age of consent.	Unit of Inquiry on Poverty and the Global community. The human person: unique and infinitely valuable – respecting the dignity of every human being. *Unity of inquiry on marriage and family life: the four ideals of a Catholic marriage (exclusive, indissoluble, sacrament & fruitful) Understanding the nature of the marriage vows and the marriage ceremony.	Focus for retreat and prayer opportunities. The human person: unique and infinitely valuable – respecting the dignity of every human being. Grade retreat with a focus on uniqueness, friendship, teamwork, service to others and love of self. Firm in faith Grade 9.pptx	Getting to know MMI and each other Team Building Shared experiences: camps, retreats and challenges; Potential areas for discussion: the benefit of new experiences, taking on personal challenges, solving friendship issues Growth Mindset Potential areas for discussion: perseverance, failing well, bouncing back after failure, and	Facts about the full range of contraceptive choices, efficacy and options available · The facts around pregnancy including miscarriage · How the different sexually transmitted infections (STIs), including HIV/AIDS are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing · The prevalence of



	Students review the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Students explore how the media portrays relationships. Students explore stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability and the inequality these can cause.	Gender, sexuality and fertility understood as God's gifts. Discussing the role of the family in the context of the principles of the dignity of the human person and solidarity, and the family's contribution to the common good. The moral context for physical relationships and parenting, including, contraception, adoption and abortion. 3. Marriage		attributing causes for success and failure; maintaining positive mental health; developing positive self- esteem; Affective skills include perfectionism, managing self-talk, resilience, self-motivation, emotional management, perseverance Wellbeing Month	some STIs, the impact they can have on those who contact them and key facts about treatment · How and where to access sexual and reproductive health advice and treatment · Reproductive health – menopause
10	Relationships Students recap and build on their understanding of healthy, positive relationships, in all contexts, including online. They reflect on the idea of human sexuality as a gift. Students consider different perspectives on relationships, gender and body image. Students consider how the media / peer pressure may affect someone's viewpoint. Students recap the laws regarding consent in sexual relationships and the rights and responsibilities arising from issues relating to our sexuality. Students learn what constitutes sexual harassment and sexual violence and	Human dignity unit Students study the concept of the human person as unique and infinitely valuable, respecting the dignity of every human being. Students study and explore the idea that all humans are made in the image and likeness of God. Topics include prejudice and discrimination, equality, protected characteristics and human rights. Imago dei and incarnation 7 Catholic social teaching principles AQA GCSE resources	Focus for retreat and prayer opportunities. The human person: unique and infinitely valuable – respecting the dignity of every human being. Grade retreat with a focus on uniqueness, friendship and service to others and love of self. Firm in faith Grade 10.pptx	Getting to know MMI and each other Team Building Shared experiences: camps, retreats and challenges; Potential areas for discussion: the benefit of new experiences, taking on personal challenges, solving friendship issues Growth Mindset Week Potential areas for discussion: perseverance, failing well, bouncing back after failure, and attributing causes for success and failure; maintaining positive mental health; developing positive self- esteem; Affective skills include perfectionism, managing self-talk, resilience, self-motivation, emotional management, perseverance	Well women session delivered by the school nurse and the PSHEE / RS/Science team Interdisciplinary Day



	why these are always unacceptable.				
11/12					Interdisciplinary Day / Transition Day Well women session delivered by the school nurse and the PSHEE / RS/Science team