

RSHE

Key Decisions Document



Subject Leader: Mrs Mumford

Academic Year: 2025-2026

Our School Mission

We Believe, We Succeed and We Soar

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to Believe, Succeed and Soar. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

The mission of St Mary's Catholic Voluntary Academy is that of Jesus Christ; to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person. At St Mary's, each child is valued as a unique individual, a child of God, made in the image of the Father, Son and Holy Spirit.

Our Gospel Values

With God's love we show:

Love

'My command is this: Love one another as I have loved you.' John 15:12

We recognise God's unconditional love to be our source of love. A Christ-like love respects the talent of each person in our school.

Respect

'In everything, then do to others as you would have them do to you.' Matthew 7:12

We believe that, as children of God, we have a duty not only to respect our friends and teachers but also to show respect to our environment as we are stewards of the earth.

Honesty

'Dear children, let us not love with words or speech but with actions and in truth.' 1 John 3:18

We show honesty in all we say and do, in the pursuit of justice and fairness.

Forgiveness

'Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.' Luke 6:37

We believe that mercy will be shown by the way we forgive others, finding God in all things.

Generosity

'It is more blessed to give than to receive.' Acts 20:35

Just as Jesus washed the feet of his disciples, we have a role to serve our neighbours and the wider community. Through fundraising and prayer, we will strive to help the people in our world, our common home.

Patience

'Jesus replied, 'You do not realise now what I am doing, but later you will understand.' John 13:7

We remember to be patient and trust in God as we know he has a much greater plan for us. He allows us to be tested so that we learn to walk in his ways and trust in him.

St Mary's Catholic Voluntary Academy, Grantham

Key Decisions Regarding Curriculum Content

The Ten:Ten Curriculum provides optional lessons and content for sex education, following consultation with parents and governors. The following key decisions, highlight the non-statutory or sensitive topics what we have considered and consulted with parents on before implementing the programme.

Teaching Material	Decision	Rational
Key Decision 1: Genitalia In KS1, Module 1, Unit 2, Session 2 a decision must be made about whether to introduce names of genitalia to Years 1 and 2 in the session Girls and Boys.	We have decided to teach this content in Y2 only. PPT Version 1 – Y1 PPT Version 2 – Y2	This is the stage at which we talk to children about the differences between boys and girls. Here, it is important not to uphold negative gender stereotypes and, in fact, the non-physical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls. The second is a safeguarding issue. If young children are better able to confidently articulate about private body parts, they are better equipped to identify experiences of feeling uncomfortable if any form of abuse takes place.
Key Decision 2: Puberty In LKS2, Module 1, Unit 2, Ten:Ten have provided two sessions on puberty: <i>What is Puberty?</i> and <i>Changing Bodies</i> . We have recommended these sessions for Year 4+ but again we advise that a decision is made locally about the best time and place for the teaching of these sessions.	We have decided to teach this content in Y4 only. Boys and girls will be taught this content separately. (Lesson 3 and 4 – Y4 only)	The NHS website says the following: “The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years.” We want our pupils to be as informed and prepared as possible.
Key Decision 3: Life Cycles In LKS2, Module 1, Unit 4, Session 1 is called ‘Life Cycles’ in which children learn about the human reproductive system. However, it does not discuss sexual intercourse.	We have decided to teach this content in Y4 only. (Lesson 1 – Y4 only)	This teaching is given in the context of being created, chosen and loved by God; the session concludes with a meditation, giving children the opportunity to reflect on how they have been wonderfully made and to understand that they are formed of body and soul.
Key Decision 4: Talking About Pornography In UKS2, Module 1, Unit 3, session 4 <i>Seeing Stuff Online</i> , addresses the risks that children face from seeing explicit images and videos online.	We have decided to teach this content in Y5 and Y6.	The session addresses the risks that children face from seeing explicit images and videos online. This is very much a lesson about ‘online safety’ and therefore falls under the statutory ‘Keeping Children Safe in Education’ (England). No explicit content is shown in this session.
Key Decision 5: Talking About Sex In UKS2, Module 1, Unit 4, Session 2 there is a <i>Making Babies Part 2</i> session in which answers the question: ‘Where do babies come from?’	We have decided to teach this content in Y6 only. Lesson 2 – Y6 only.	Teaching about sexual intercourse to primary school children is not part of the statutory curriculum; however, several dioceses that we have partnered with have asked that resources are provided which deal with this topic as it is a natural progression of the conversation around the scientific understanding of how babies are made (sperm and egg).

	Parents can opt out of this session and we can provide a resource to cover this content at home if requested.	
Key Decision 6: Female Genital Mutilation (FGM) This area for consideration is about whether to include teaching about Female Genital Mutilation (FGM). Although the duty to teach about FGM is not statutory for primary schools, it can optionally be applied.	We have decided not to teach this content.	We have analysed the context of our school and of our current pupils. Our pupils are low risk for FGM, therefore we have decided not to teach this content.
Key Decision 7a: Discussing Protected Characteristics concerning sex In UKS2, Module 2, Unit 2 titled, “Build Others Up”. This resource is intended for use in Year 6. At the beginning of the session, children are invited to watch the film ‘Imagine a world...’ which introduces children to the terms fairness, bullying, prejudice, and discrimination, and the protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, and religion or belief. Key Decision 7a relates to parts of Appendix 3 only. Scenarios H, I and L in Appendix 3a concern discrimination / bullying of the protected characteristics of sex and/or sexual orientation.	We have decided to include the film content, but not to use scenario cards H, I and L in Appendix 3a. Lesson 4 – Y6 only Do not use scenario cards H, I and L in Appendix 3a.	At the beginning of the session, children are invited to watch the film ‘Imagine a world...’ which introduces children to the terms fairness, bullying, prejudice, and discrimination, and the protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, and religion or belief. The protected characteristics of sex, sexual orientation and gender reassignment are not explicitly named within the film. We have decided to include this content. Scenarios H, I and L in Appendix 3a concern discrimination / bullying of the protected characteristics of sex and/or sexual orientation. We have decided not to include this content as the focus of the session is prejudice and discrimination, which can be taught with a focus in the protected characteristics included in the film.
Key Decision 7b ‘Recognise’ - In this film, children will consolidate and develop learning from the session by learning to recognise prejudice and discriminatory behaviours in themselves and others. In the context of hearing various descriptions of prejudiced actions, children learn in this video that homophobia is being prejudiced against someone because they are attracted to someone of the same sex. They hear that, “The other children at school are bullying Felix because he has two Dads who are in a same sex partnership.”	We have decided to include this video.	This links to previous learning regarding protected characteristics which has already been referred to, therefore we have decided to include this content.
Key Decision 7c	We have decided not to include this video.	This film contains more explicit content relating to sexual intercourse. In the video, it talks about attraction taking the form of a sexual relationship between two people;

<p>‘Attraction’ - In this live action drama, rumours in school about crushes cause upset between friends. Within their class teaching, the characters learn what attraction is and that someone can be attracted to someone of the same or the opposite sex. Discussion will give children the opportunity to consolidate learning about attraction and consider how attraction fits within healthy, loving relationships.</p>	<p>Do not use Attraction video.</p>	<p>‘Married couples have sexual intercourse as a sign of their attraction’.</p>
<p>Key Decision 7d ‘Stereotypes’ This informative video explores the concept of gender stereotypes and how these stereotypes might make us feel. Clarity on gender identity being separate from sexual orientation will be made.</p>	<p>We have decided to include this video.</p>	<p>This video focuses on the concept of gender stereotypes and how these stereotypes might make us feel. Children are encouraged to celebrate God's creation by valuing the uniqueness of each and every person.</p>
<p>Key Decision 7e Differences: In this film, the idea of gender identity is introduced with a clear explanation of what it means to experience gender dysphoria. The film also clarifies that this is something different from gender expression and sexual orientation. It promotes kindness and sensitivity towards anyone struggling with their gender identity.</p>	<p>We have decided not to include this video.</p> <p>Do not use Differences video.</p>	<p>This film contains more explicit content relating to gender identity. Teaching about gender identity to primary school children is not part of the statutory curriculum, therefore we have decided not to teach this content.</p>