



Relationships & Sex Education (RSE)

St Richard Reynolds Catholic College Primary School

Policy: Relationships and Sex Education (RSE)

Date of publication: November 2020 (r Feb 2021)

Date of approval by Governing Body: 25th February 2021

Date of next review: July 2021

1. Policy Development and Consultation:

In this policy the governors and teachers, in partnership with pupils and their parents/carers, set out their intentions about Relationships & Sex Education (RSE). We set out our rationale for, and approach to Relationships & Sex Education in the School.

1.2: Consultation will take place with the following groups:

- Primary Parliament
- Parents/carers
- Review of RSE curriculum content with staff and pupils
- School governors

1.3: Implementation and Review of Policy

Implementation of the policy will take place after consultation with the governors in the autumn term 2020. This policy will be reviewed every year by the Principal, Head of Primary, RSE Coordinator, governors and staff. The next review date is July 2021

1.4: Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Details of the content of the RSE curriculum and policy will also be published on the School's website.

2: Introduction:

“God is love, and a person who lives in love, lives in God and God lives in them”. 1 John 4:16

St Richard Reynolds is a Catholic Community rooted in the love of Christ. Our RSE curriculum will reflect and support the development of the school ethos and Mission Statement :

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are loved, listened to, challenged and inspired.

This policy is based on a number of key national and local documents including:

- Keeping Children Safe in Education (DfE, 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)

This policy should be read and understood with reference to other College policies including:

- Safeguarding & Child Protection Policy

- College Mission Statement
- Online Safety Policy

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. All parents/carers and teachers are called to develop the whole person: physically, intellectually, emotionally, psychologically, aesthetically, sexually, morally, spiritually and religiously. Relationships & Sex Education is an integral part of this development of the whole person. As Catholics we see all these areas as graced by God and leading to God. We also believe that our Catholic tradition provides us with key insights into God's plan for the fulfilment of each person.

2.2: Definition of Relationship & Sex Education:

The DfE guidance defines RSE as: "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care." (Sex and Relationship Education Guidance, DfEE, 2000) It is about being called to live in right relationships with oneself and others and about being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." [RSE guidance, 2019]. This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe. Relationships & Sex Education provided in this school will incorporate through its aims, objectives, content, and teaching, the three main elements of RSE – "attitudes and values, personal and social skills, knowledge and understanding" (Sex and Relationship Education Guidance, DfEE, 2000) within a Catholic context.

3: Rationale:

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 relationship as it is there that sexuality grows and develops. RSE will be taught as its own discrete subject and 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 have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

4: Statutory requirements:

As a maintained primary school we must provide relationships education to all pupils as per 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. Although we are not required to provide sex education, we do need to teach the elements of sex education contained in the Science curriculum.

5: Aims and Objectives:

Our Mission Statement commits us 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.

The aims and objectives of the RSE programme are:

- to promote and develop attitudes and values which are truly Gospel inspired, such as love, truth, honesty, justice, respect for the dignity of every human being, integrity, mercy, compassion, reconciliation and freedom;
- to provide an accurate knowledge and understanding about sexuality and relationships in the light of Catholic teaching which is appropriate to the age, gender, ethnicity and ability of the child;
- to develop personal and social skills, including but not limited to, the ability to make sound judgements, to form friendships and loving, stable relationships, to manage emotions and conflicts within relationships, developing self-esteem and confidence and building resilience;
- to empower pupils to keep themselves safe from harm and to protect themselves from exploitation;
- to take responsibility for their own actions and to have a recognition of the impact of these on others;
- to enable pupils to discern and make choices in the light of the teaching of the Catholic Church.

6: Our RSE objectives will be achieved through partnership with:

6.1: Parents/carers:

We recognise parents/carers as the first educators of their children and seek to support, and not replace them in this situation. Support, understanding and advice will be offered to parents/carers to deal with sensitive issues they may need to address.

- a) The school will provide in advance, information to parents/carers and opportunities for consultation and involvement in the Relationships & Sex Education programme. Parents/carers will also be able to view examples of resources used in the delivery of the RSE programme. Parents/carers can therefore be prepared to talk and answer questions about their children's learning.
- b) Parents/carers do not have the right to withdraw their children from relationships education. Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. The school sees Relationships & Sex Education as an integral part of the religious dimension of College life and asks parents/carers who wish to withdraw their child from the programme to discuss their intention, in the first instance, with the Head of Primary. Parents/carers must inform the school, in writing, in advance if they intend to withdraw their child, so that alternative and appropriate supervision can be provided.
- c) Parents'/carers' concerns or objections to the content or delivery of the RSE programme should be addressed in the first instance to the Head of Primary. Should this fail to resolve the matter, then the College's complaints procedure should be followed.

6.2: Diocese:

This Catholic College is part of a family of schools and parishes, and is established in order that the education of the children in this school can be taught as an integral part of the Catholic Faith.

It is part of the duty of the Bishop under the Law of the Church (*Can. 796-806*) to watch over and inspect the Catholic schools in his area and with the Trustees of the Diocese to ensure that the formation and education provided in such schools are based on the principles of Catholic doctrine.

6.3: Governors:

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school.

- a) The governors of this Catholic school acknowledge and intend to promote the consistent teaching of the Catholic Church in the fulfilment of their ecclesial and statutory duties, for the benefit of the children in their care.

- b) The governors will agree the RSE policy, in consultation with parents/carers and teachers.
- c) Governors will ensure that the policy is available to parents/carers.
- d) They recognise that parents/carers have the primary responsibility for the education of their children, and that parents have special rights and duties over education in personal relationships, including the right to withdraw their child from the sex education delivered as part of statutory RSE.
- e) They will ensure that the policy is in accordance with other whole school policies, e.g. SEND, the ethos of the school and our Christian beliefs.
- f) Governors will ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSE within PSHE.
- g) The governing body will ensure that the programme and resources are suitably monitored and evaluated. The RE link governor will take a lead on monitoring and evaluating the programme.

The governors intend to ensure compliance with statutory requirements.

6.4: Principal and delegated responsibility:

The Principal has overall responsibility for implementing this policy, the Relationships & Sex Education programme and its integration into the College's curriculum and Catholic life.

- a) The Principal and Head of Primary will ensure that any discussion or treatment of sexuality in the school curriculum is consistent with Catholic teaching. They will assist colleagues in acquiring and presenting up-to-date knowledge of the vision and teaching of the Catholic Church in this field.
- b) The Principal and Head of Primary will provide parents with full information about the proposed Relationships & Sex Education programme before it is initiated, in order that parents can be prepared to talk and answer questions about their children's learning. Opportunities for consultation and involvement will also be offered.

6.5: Staff:

- a) All teachers have a responsibility of care; to both foster academic progress and actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers and all those contributing to the RSE programme, are expected to work in accordance with the Catholic ethos of the school.
- b) Appropriate development and training will be undertaken. It will accord fully with the teaching of the Catholic Church and take into account current statutory requirements.
- c) Teachers will develop, plan, resource and review Schemes of Learning to teach Relationships & Sex Education.

6.6: Outside speakers and agencies:

Our College may, on occasion, call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE.

- a) Outside speakers and agencies who may deliver Relationships & Sex Education will, under the supervision of an appropriately trained member of staff, do so within the principles and guidelines of this policy with particular concern for the primary role of parents/carers in this area.
- b) The involvement of the School Nurse will be set within the context of this policy.

7: Entitlement and Equal Opportunities:

We will ensure RSE is sensitive to the different needs of individual students in respect to pupils' different abilities, levels of maturity and personal circumstances and will ensure the programme is taught in a way that does not subject pupils to discrimination. We recognise that there are some pupils who may require particular support because of their individual learning needs or disabilities or who have social and communication difficulties. Where necessary, learning and teaching methods will be differentiated. We

shall ensure that children with special educational needs are not, at any point, withdrawn from education in relationships and sex because of lack of resources and training or in order to catch up on other subjects.

8: Organisation of Relationships & Sex Education:

In our Primary School, the three aspects of RSE (attitudes and values, knowledge and understanding, and personal and social skills) will be provided in three interrelated ways: through the school ethos, through a range of cross-curricular lessons and through a specific RSE programme within the PSHE curriculum. Learning about RSE in PSHE lessons will link to and complement learning in those areas identified in the RSE audit across the whole curriculum. Relationships & Sex Education is delivered in three main curriculum areas: RE, PSHE and Science.

At St Richard Reynolds we will be delivering the RSE curriculum through a programme called 'Life to the Full' which is devised by Ten Ten. 'Life to the Full' is a fully resourced, faith inspired scheme of work in relationships and health education for Catholic primary schools which embraces and fulfils the new statutory curriculum. The programme is fully inclusive of all pupils and their families. The curriculum is mapped out with content taught at an age appropriate level (see Appendix 1). Topics will develop on previous learning so that children can be led to a deeper understanding at a rate which corresponds with their maturity.

The programme includes teaching about personal health, physical and emotional wellbeing, emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, lifecycles, the dangers of social media, where babies come from, an understanding of Common Good and living in the wider world. The Learning Objectives for each lesson are developed from the Catholic Education Service model primary RSE curriculum (see Appendix 2). Overall coordination of the programme is the responsibility of the delegated senior leader for RSE and, in each area, the Subject Leader is responsible for the delivery, monitoring and evaluation of their part of the curriculum. The whole programme is reviewed on an annual basis, including the effectiveness of resources and the need for further staff training.

9: Learning & Teaching Styles:

The curriculum programme provides a fully-resourced, creative, media-rich scheme of work.

9.1: Teachers will ensure that lessons are:

Catholic: all RSE will be rooted in our Catholic faith and values;

Positive: our sexuality is a gift from God and our lessons will help pupils feel positive about themselves;

Joyful: teachers will aim to be relaxed and confident in lessons so that pupils feel able to learn;

Age appropriate: there are differing stages of development and younger pupils will require different guidance than older ones;

Moral: teachers will present moral reasons based on Natural Law for Catholic principles, rather than solely religious ones. All pupils deserve clear moral guidance: correct use of our sexuality should not be seen as "just for Catholics". We will seek to build pupil capacity for moral judgement (conscience) and taking responsibility for their actions;

Factually accurate: pupils will be informed, as appropriate to their age, about things such as: correct names for the parts of our bodies, different types of family, negative relationships and online safety so that they are able to make wise decisions;

Acts of Witness: In communicating a Christian message of love, teachers will always model Christ's love for and value of young people. In particular, teachers will not judge pupils or their families.

Pupils will be encouraged to ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from others. We believe that pupils are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school. The use of ground rules, agreed between teachers and pupils, will help to create a supportive climate for discussion.

9.2: The following **ground rules** will be used in all RSE lessons.

- a) We are dealing with areas that concern us all, which are serious matters and need mature discussion. We will use respectful language at all times.
- b) We are never talking about any person or family in the class. If an example we discuss happens to fit one person, it is pure coincidence. We never ask or answer personal questions.
- c) We will not discuss what the class says with other pupils. We may discuss areas with our parents/carers or senior leaders.
- d) We will ask questions in a respectful way, using a question box if this is appropriate or speaking to senior leaders if we are worried about anything.

A range of teaching methods may be used, including question boxes, role play, group work, worksheets, paired discussion, class discussion, brainstorming, films and video clips, case studies, reflection, quizzes and games.

10: Assessment, Recording & Reporting:

Each unit of the teaching programme has an assessment associated with it, as it is important to demonstrate that learning has taken place and to evaluate pupil's understanding of their learning. There will be an assessment before each unit to establish pupil's prior knowledge and after each unit of work to assess the progress made.

11: Confidentiality and Safeguarding:

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care system. Teachers and other members of staff cannot promise complete confidentiality. Disclosures by pupils to members of staff that indicate that they are being abused, are at some risk of abuse or matters which are illegal will be referred by those members of staff to the person responsible for safeguarding in the school. The school will always follow local authority procedures when dealing with safeguarding and child protection issues. This policy should be read in conjunction with the College Safeguarding & Child Protection Policy.

12: Arrangements for Monitoring & Evaluating Effectiveness:

The programme will be monitored by the delegated senior leader for RSE through a combination of learning walks, reviewing schemes of work, pupil work scrutinies, pupil voice, pupil questionnaires, comments from parents/carers, teacher evaluations and feedback from diocesan advisors.

13: Policy Consultation & Review:

Implementation of this policy will take place following consultation with Governors, staff, parents/carers and pupils in the Autumn term 2020. The draft policy will be circulated amongst the Governing Body, staff and parents/carers and feedback invited.

Consultation on the policy and RSE programme will take place in various forms, including:

- mapping of the RSE objectives across the College curriculum
- feedback from staff, via questionnaires and time in staff meetings, on the RSE curriculum content
- consultation with governors
- consultation with parents/carers via questionnaires
- pupil voice to investigate what exactly they want from their RSE curriculum

Details of the final policy and content of the RSE programme will subsequently be made available on the College website and will be signposted for staff and parents/carers to view.

The policy will be reviewed annually by the Curriculum Committee and Primary Governors.

Appendix 1: Curriculum map

Core Theme	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional Wellbeing	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationshi ps	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World

	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Module 1: Unit 1: Story Sessions: Handmade With Love	Module 1: Unit 2 <ul style="list-style-type: none"> • I am Me • Heads Shoulders, Knees and Toes • Ready Teddy 	Module 1: Unit 3: I like, You like, We All Like! Good Feelings, Bad Feelings Let's Get Real	Module 1: Unit 4 <ul style="list-style-type: none"> • Growing Up 	Module 3: Unit 1 <ul style="list-style-type: none"> • God is Love • Loving God, Loving Others Module 3: Unit 2 <ul style="list-style-type: none"> • Me, You, Us
Year 1	Module 1: Unit 1: Story Sessions: Let the Children Come Module 2: Unit 1 God Loves You	Module 2: Unit 2 <ul style="list-style-type: none"> • Special People • Treat Others Well • ...And Say Sorry 	Module 2: Unit 3 <ul style="list-style-type: none"> • Being Safe • Good Secrets and Bad Secrets • Physical Contact 	Module 3; Unit 1 <ul style="list-style-type: none"> • Three in One • Who is My Neighbour? 	Module 3: Unit 2 <ul style="list-style-type: none"> • The Communities We Live In?
Year 2	Module 1: Unit 1: Story Sessions: Let the Children Come	Module 1: Unit 2 <ul style="list-style-type: none"> • I am Unique • Girls and Boys • Clean and Healthy 	Module 1: Unit 3 <ul style="list-style-type: none"> • Feelings, Likes and Dislikes • Feeling Inside Out • Super Susie Gets Angry 	Module 1; Unit 4 <ul style="list-style-type: none"> • The Cycle of Life 	Module 3; Unit 1 <ul style="list-style-type: none"> • Three in One • Who is My Neighbour Module 3: Unit 2 <ul style="list-style-type: none"> • The Communities We Live In?
Year 3	Module 1: Unit 1 <ul style="list-style-type: none"> • Get Up • The Sacraments Module 2: Unit 1 Story Sessions: Jesus. My Friend	Module 2: Unit 2 <ul style="list-style-type: none"> • Friends, Family and Others • When Things Feel Bad 	Module 2; Unit 3 <ul style="list-style-type: none"> • Sharing Online • Chatting Online • Safe in my Body • Drugs, Alcohol and Tobacco • First Aid Heroes 	Module 3; Unit 1 <ul style="list-style-type: none"> • A Community of Love • What is the Church 	Module 3; Unit 2 <ul style="list-style-type: none"> • How Do I Love Others
Year 4	Module 1; Unit 1 <ul style="list-style-type: none"> • Get Up 	Module 1; Unit 2 <ul style="list-style-type: none"> • We Don't Have To Be The Same • Respecting Our Bodies • What is Puberty • Changing Bodies • Boy/Girl Discussion Groups 	Module 1. Unit 3 <ul style="list-style-type: none"> • What Am I Feeling? • What Am I Looking At? • I Am Thankful 	Module 1: Unit 4 <ul style="list-style-type: none"> • Life Cycles 	Module 3; Unit 1 <ul style="list-style-type: none"> • A Community of Love • What is the Church Module 3; Unit 2 <ul style="list-style-type: none"> • How Do I Love Others
Year 5	Module 1: Unit 1 Story Sessions: Calming the Storm Module 2; Unit 1 Is God Calling You?	Module 2, Unit 2 <ul style="list-style-type: none"> • Under Pressure • Do You Want a Piece of Cake? • Self Talk 	Module 2; Unit 3 <ul style="list-style-type: none"> • Sharing Isn't Always Caring • Cyberbullying • Types of Abuse • Impacted Lifestyles • Making Good Choices • Giving Assistance 	Module 3; Unit 1 <ul style="list-style-type: none"> • The Trinity • Catholic Social Teaching 	Module 3; Unit 2 <ul style="list-style-type: none"> • Reaching Out
Year 6	Module 1: Unit 1 Story Sessions: Calming the Storm	Module 1: Unit 2 <ul style="list-style-type: none"> • Gifts and Talents • Girls' Bodies • Boys' Bodies • Spots and Sleep 	Module 1: Unit 3 <ul style="list-style-type: none"> • Body Image • Funny Feelings • Emotional Changes • Seeing Stuff Online Module 1: Unit 4 Making Babies Menstruation	Module 3; Unit 1 <ul style="list-style-type: none"> • The Trinity • Catholic Social Teaching 	Module 3; Unit 2 <ul style="list-style-type: none"> • Reaching Out

Appendix 2: Learning Objectives

By the end of primary school pupils should know:

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears</p>
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <p>1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism</p>	<p>Pupils should be taught:</p> <p>2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</p>

	EYFS & KS1	KS2
Me, my body and my health	<p>Pupils should be taught:</p> <p>Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities</p> <p>My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys</p> <p>My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p>Pupils should be taught:</p> <p>Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p>My health 2.1.3.8. How to make informed choices that have an impact on their health</p>
Emotional well-being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings</p> <p>Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences</p>	<p>Pupils should be taught:</p> <p>Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>

	EYFS & KS1	KS2
Life cycles and fertility	<p>Pupils should be taught:</p> <p>Life cycles 1.1.5.1. That there are life stages from birth to death</p>	<p>Pupils should be taught:</p> <p>Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</p> <p>Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>

Theme 2: Created to love others

EYFS & KS1

KS2

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, "please" and "thank you"</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers</p> <p>2.2.1.6. Honest, committed to living truthfully and with integrity</p>
Religious understanding of human relationships: loving others	<p>Pupils should be taught:</p> <p>1.2.2.1. We are part of God's family</p> <p>1.2.2.2. All families are important</p> <p>1.2.2.3. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.4. Jesus cared for others</p> <p>1.2.2.5. That we should love other people in the same way Jesus loves us</p>	<p>Pupils should be taught:</p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</p> <p>2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment</p>
Personal Relationships	<p>Pupils should be taught:</p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. Families should be a place of love, security and stability.</p> <p>1.2.3.5. The importance of spending time with your family</p> <p>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</p> <p>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</p>	<p>Pupils should be taught:</p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. Marriage represents a formal and legally recognised commitment</p> <p>2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</p> <p>2.2.3.5. The characteristics of a healthy family life.</p> <p>2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised</p> <p>2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p>
Keeping safe and people who can help me	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p>People who can help me</p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p>People who can help me</p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>

Theme 3: Created to live in community (local, national and global)

EYFS & KS1		KS2
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>Pupils should be taught:</p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>

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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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 and the importance of taking increased responsibility for their own personal hygiene</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 increased responsibility for monitoring their own health (including testicular and breast self-examination)</p>
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Life cycles and fertility	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>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</p> <p>Fertility</p> <p>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</p> <p>3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation</p> <p>3.1.5.5. The negative impact of substance use on both male and female fertility</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>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</p> <p>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</p> <p>4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth</p> <p>Fertility</p> <p>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</p> <p>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).</p> <p>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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