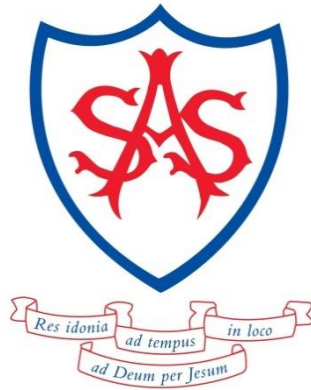




# **St. Antony's Catholic Primary School**

## **Relationship and Sex Education Policy**

### **School Mission Statement**

*'God is at the heart of our school.  
With the help of our community, we will strive to learn, love and achieve.'*

**Policy Date: March 2022  
Review Date: March 2023**

## Contents

Purpose and Intent  
Aims and Principles  
Defining Relationship and Sex Education  
Legislative requirements and non-statutory guidance  
Roles and responsibilities  
Procedures and practice – Curriculum  
Safeguarding  
Procedures and practice – Assessment  
Parents and Carers  
Inclusion and Equal opportunities  
Additional opportunities and community links  
Monitoring and Evaluation

## Purpose and Intent

*‘I have come that you might have life and have it to the full’* (John 10:10)

At St Antony’s, our curriculum is underpinned by our vision and values and reflects our faith and our mission statement. We place our children at the centre of our school and seek to develop the whole child – spiritually, morally, physically, emotionally, culturally and academically so they are well prepared to meet future challenges.

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 and presented in a positive framework of Christian ideals.

In his 2016 encyclical, *Amoris Laetitia*, Pope Francis said:

*“The Second Vatican Council spoke of the need for ‘a positive and prudent sex education’ to be imparted to children and adolescents ‘as they grow older’... We may well ask ourselves if our educational institutions have taken up this challenge.”* *Amoris Laetitia* (AL) 280

## Aims and Principles

This policy aims to:

- Ensure that we provide a *“positive and prudent sexual education”* which is rooted in a Catholic vision of education and the human person.
- Ensure consistency in provision of RSE throughout the school.

Through our provision we aim to:

- Help pupils grow in knowledge and understanding of Catholic teaching.
- Guide children to recognise the value of all persons, including themselves.
- Provide pupils with the attitudes, values and skills they need in order to reach their potential as individuals, in loving relationships and within the wider community.
- Encourage pupils to respect our common humanity; diversity and differences.

## Defining Relationship, Sex and Health Education

The DfE guidance states that:

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

RSE is about the development of the pupil’s knowledge and understanding of what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

## Legislative requirements and non-statutory guidance

This policy is written with reference to:

- DfE RSHE statutory guidance
- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))

Please read in conjunction with our Teaching and Learning, Assessment and Feedback, SEN and Inclusion, Bullying and Safeguarding policies.

This RSE policy is to be firmly embedded in the PSHE framework.

## Roles and responsibilities

### The governing body

Implementation of the policy will take place after consultation with the Governors. Governors will review this policy in conjunction with the Headteacher and monitor the policy’s effectiveness.

### The Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT will review this policy yearly and, through learning walks, monitoring and discussions with teachers, will take a strategic overview of how this policy is being implemented.

### Subject Leader

The subject leader with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. *(They may be supported by the RE lead and the member of staff with responsibility for child protection).*

### Teachers

RSHE 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 pupils. 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 have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **Procedures and Practice**

### **Values and Virtues**

The whole purpose of Catholic education is to connect every aspect of growth: physical, social, emotional, intellectual and spiritual, with love. The ultimate goal is to enable children to grow into adults who fully understand their own self-worth and are able to love themselves and others.

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

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **Curriculum**

RSE is to be firmly embedded in our Personal, Social and Health Education (PSHE) curriculum. As a school we use Ten Ten Resources' **'Life to the Full'** material to ensure our curriculum is aligned to our Catholic faith. This offers a comprehensive scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

As a Catholic school we ensure that all aspects of Relationships and Sex Education are taught in an age-appropriate way and according to the teachings of the Catholic Church. To assist in this aim, we supplement the Jigsaw scheme of work with the diocesan recommended A Journey in Love scheme of work and with our own content based on the 2017 'Learning to Love' document from the Department of Catholic Education and Formation Catholic Bishops' Conference of England & Wales. We have also included scripture references, prayers, hymns and other Catholic 'sources of wisdom' in each of the areas of study.

Whilst class teachers will have responsibility for the teaching of RSE curriculum content, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

There are three core themes to our RSE curriculum:

- Created and loved by God
- Created to love others.
- Created to live in Community.

**See Appendix A for learning objectives.**

**See Appendix B for DfE Relationship Education statutory guidance**

Through these themes, we aim to teach children the following virtues, personal and social skills, church teaching and religious understanding and RSE content:

#### **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 identity and that of others;
- celebrating the gift of life-long, self-giving love; • recognising the importance of marriage and family life;
- fidelity in relationships.

#### **Personal and social skills:**

- 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.

#### **Religious understanding and Church teaching:**

- 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;

#### **Sex Education Content**

|      |                                  |                                                                                                                                                                         |
|------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS | I Am Me                          | We are each unique, with individual gifts, talents and skills.<br>Whilst we all have similarities because we are made in God's image, difference is part of God's plan! |
|      | Heads, Shoulders, Knees and Toes | Our bodies are good and made by God                                                                                                                                     |
|      |                                  | The names of the parts of the body (not genitalia)                                                                                                                      |

|        |                         |                                                                                                                                                                                           |
|--------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | I am Unique             | To learn that we are unique, with individual gifts, talents and skills.                                                                                                                   |
|        | Girls & Boy's (My Body) | Our bodies are good;                                                                                                                                                                      |
| Year 2 | Girls & Boy's (My Body) | The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia);                                                                |
|        |                         | Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family. |

|        |                       |                                                                                                                                            |
|--------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3 | Respecting our Bodies | About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do |
| Year 4 | What is Puberty?      | Learn what the term puberty means;                                                                                                         |
|        |                       | Learn when they can expect puberty to take place;                                                                                          |
|        |                       | Understand that puberty is part of God's plan for our bodies.                                                                              |

|  |                 |                                                                                                                           |
|--|-----------------|---------------------------------------------------------------------------------------------------------------------------|
|  | Changing Bodies | Learn correct naming of genitalia;                                                                                        |
|  |                 | Learn what changes will happen to boys during puberty;                                                                    |
|  |                 | Learn what changes will happen to girls during puberty.                                                                   |
|  | Life Cycles     | That they were handmade by God with the help of their parents;                                                            |
|  |                 | How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; |
|  |                 | How conception and life in the womb fits into the cycle of life;                                                          |
|  |                 | That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.           |

|        |                     |                                                                                                                                                                              |
|--------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 5 | Gifts & Talents     | Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;                         |
|        |                     | Self-confidence arises from being loved by God (not status, etc).                                                                                                            |
| Year 6 | Girls' Bodies       | That human beings are different to other animals;                                                                                                                            |
|        |                     | About the unique growth and development of humans, and the changes that girls will experience during puberty;                                                                |
|        |                     | About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;                                                                |
|        |                     | The need for modesty and appropriate boundaries.                                                                                                                             |
|        | Boys' Bodies        | That human beings are different in kind to other animals;                                                                                                                    |
|        |                     | About the unique growth and development of humans, and the changes that boys will experience during puberty;                                                                 |
|        |                     | About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;                                                                |
|        |                     | The need for modesty and appropriate boundaries.                                                                                                                             |
|        | Peculiar Feelings   | To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.                                                  |
|        |                     | That some behaviour is wrong, unacceptable, unhealthy or risky.                                                                                                              |
|        | Emotional Changes   | Emotions change as they grow up (including hormonal effects);                                                                                                                |
|        |                     | To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;                                                  |
|        |                     | About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being. |
|        | Seeing Stuff Online | The difference between harmful and harmless videos and images;                                                                                                               |
|        |                     | The impact that harmful videos and images can have on young minds;                                                                                                           |
|        |                     | Ways to combat and deal with viewing harmful videos and images                                                                                                               |
|        | Making Babies (Pt1) | How a baby grows and develops in its mother's womb.                                                                                                                          |
|        | Making Babies (Pt2) | Basic scientific facts about sexual intercourse between a man and woman;                                                                                                     |
|        |                     | The physical, emotional, moral and spiritual implications of sexual intercourse;                                                                                             |
|        | Menstruation        | About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;                                                       |
|        |                     | Some practical help on how to manage the onset of menstruation.                                                                                                              |

## Children's Questions

As a school community, we want to promote a healthy, positive atmosphere in which RSE can take place. We want to ensure that pupils feel able 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 other children and young people.

### Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. As a school community, we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

**(See Appendix C for possible questions and example answers)**

Some questions may raise issues which would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## Safeguarding

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

All governors, all teachers, all support staff, all parents and all pupils 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 pupils 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.

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 but should explain to pupils 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., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

## Parents and Carers

*"Parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore, schools should always work in partnership with parents and carers and the teaching offered by schools should complement and not replace their primary role."*

**'Who is responsible for teaching RSHE?' Document of the Catholic Education Service**

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more.

Parents have been consulted before this policy was ratified by the governors. They have been consulted at every stage of the development of the RSE programme. They are able to view the resources used by the school in the RSE programme.

Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those wishing to exercise this right will be invited in to speak to the head teacher and/or RSE Co-ordinator to explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the Sex Education programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home. Parents do not have the right to withdraw children from Relationship Education.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## **Inclusion and Equal Opportunities**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, 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.

Pupils 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 pupils.

## **Additional opportunities and Community Links**

Our school may 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 ensure that all teaching is rooted in Catholic principles and practice.

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.

## **Monitoring and Evaluation**

The RSE leader will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice.

The Head teacher and SLT will meet with subject leader to evaluate the impact of this policy and identify actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed in March 2023

## Appendix A: Core Learning Objectives for RSE Curriculum

### Theme 1: Created and Loved by God

#### EYFS & KS1

#### KS2

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education in virtue                                        | <p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>1.1.1.1. Respectful of their own bodies and character</li> <li>1.1.1.2. Appreciative for blessings</li> <li>1.1.1.3. Grateful to others and to God</li> <li>1.1.1.4. Patient when they do not always get what they want</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>2.1.1.1. Respectful of their own bodies, character and giftedness</li> <li>2.1.1.2. Appreciative for blessings</li> <li>2.1.1.3. Grateful to others and to God</li> <li>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>2.1.1.5. Discerning in their decision making</li> <li>2.1.1.6. Determined and resilient in the face of difficulty</li> <li>2.1.1.7. Courageous in the face of new situations and in facing their fears</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Religious understanding of the human person: loving myself | <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>1.1.2.1. We are made by God and are special</li> <li>1.1.2.2. We are all God's children</li> <li>1.1.2.3. Ways of expressing gratitude to God</li> <li>1.1.2.4. About the sacrament of Baptism</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>2.1.2.1. We are special people made in the image and likeness of God</li> <li>2.1.2.2. We are children of God with an innate dignity</li> <li>2.1.2.3. God has created us for a purpose (vocation)</li> <li>2.1.2.4. Life is precious and their body is God's gift to them</li> <li>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</li> <li>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Me, my body and my health                                  | <p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <ul style="list-style-type: none"> <li>1.1.3.1. We are all unique individuals</li> <li>1.1.3.2. We all have individual gifts, talents and abilities</li> </ul> <p><b>My body</b></p> <ul style="list-style-type: none"> <li>1.1.3.3. The names of the external parts of the body</li> <li>1.1.3.4. The similarities and differences between girls and boys</li> </ul> <p><b>My Health</b></p> <ul style="list-style-type: none"> <li>1.1.3.5. How to maintain personal hygiene</li> <li>1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</li> </ul> | <p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <ul style="list-style-type: none"> <li>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</li> <li>2.1.3.2. Strategies to develop self-confidence and self-esteem</li> <li>2.1.3.3. Each person has a purpose in the world</li> <li>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)</li> </ul> <p><b>My body</b></p> <ul style="list-style-type: none"> <li>2.1.3.5. Their body will change and develop as they grow</li> <li>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</li> <li>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</li> </ul> <p><b>My health</b></p> <ul style="list-style-type: none"> <li>2.1.3.8. How to make informed choices that have an impact on their health</li> </ul> |
| Emotional well-being and attitudes                         | <p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <ul style="list-style-type: none"> <li>1.1.4.1. That we all have different likes and dislikes</li> <li>1.1.4.2. A language to describe feelings</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>1.1.4.3. A basic understanding that feelings and actions are two different things</li> <li>1.1.4.4. Simple strategies for managing feelings and behaviour</li> <li>1.1.4.5. That choices have consequences</li> </ul>                                                                                                                                                | <p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <ul style="list-style-type: none"> <li>2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty</li> <li>2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</li> <li>2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky</li> <li>2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</li> </ul>                                                                                                                                                                                                 |
| Life cycles and fertility                                  | <p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>1.1.5.1. That there are life stages from birth to death</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>2.1.5.1. How a baby grows and develops in its mother's womb</li> <li>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)</li> </ul> <p><b>Fertility</b></p> <ul style="list-style-type: none"> <li>2.1.5.3. The nature and role of menstruation in the fertility cycle</li> <li>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Theme 2: Created to love others

### EYFS & KS1

### KS2

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education in virtue                                           | <p><b>In a Catholic school, pupils are growing to be:</b></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><b>In a Catholic school, pupils are growing to be:</b></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><b>Pupils should be taught:</b></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><b>Pupils should be taught:</b></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><b>Pupils should be taught:</b></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><b>Pupils should be taught:</b></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><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></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><b>People who can help me</b></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><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></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><b>People who can help me</b></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><b>In a Catholic school, pupils are growing to be:</b></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><b>In a Catholic school, pupils are growing to be:</b></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><b>Pupils should be taught:</b></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><b>Pupils should be taught:</b></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><b>Pupils should be taught:</b></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><b>Pupils should be taught:</b></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> |

## **Appendix B – DfE Statutory Guidance for Relationship Education**

### **By the end of primary school:**

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families and people who care for me</b> | <p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> |
| <b>Caring friendships</b>                  | <p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>                                                                                                                                                                             |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Respectful relationships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>                                                                                                                                                                                                                                                                               |
|                                 | <ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Online relationships</b>     | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                     |
| <b>Being safe</b>               | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> |

## **Appendix C**

### **Responding to ‘Awkward Questions’ in RSE**

Part of the secret of successful RSE is finding the right words at the right time. As topics arise, whether planned by us as teachers or raised spontaneously and sometimes unexpectedly by children and young people, we need to feel confident that we can strike the right tone and deal with things at an appropriate level. That means both feeling prepared and comfortable with the language and terminology we will use, and also being adept at sifting from the clutter in our heads the particular facts and concepts that are appropriate for the age and maturity of the pupils in front of us.

There are, of course, no predetermined right answers, but the notes below suggest some ideas about the key themes that may emerge from discussion of each card.

#### **How long does it take to have sex?**

- Young children tend to be curious about the mechanics of the process, and want to know about this kind of detail.
- A chance to say that many people prefer to talk about ‘making love’ rather than ‘having sex’ – it can be quite quick, but because it’s a time for sharing loving feelings people often want to take time to cuddle and be close: there’s more to it than the physical business of sex!

#### **What does it mean when boys talk about “wanking”?**

- Simple terms, depending on age – e.g. “touching yourself because it feels nice” or “a very common way for people to explore their own sexual feelings”.
- Often part of the growing up experience for both sexes, not just boys.
- A chance to discuss appropriate and inappropriate language, the need to avoid words many people will find offensive, and agree to use correct terminology in the classroom while acknowledging pupils will hear other vocabulary elsewhere.

#### **What is the normal size of a penis?**

- Perhaps a good chance to question what we mean by the word ‘normal’!
- As in all aspects of the body, people are infinitely varied in shape and size and the rate at which they develop. Think about reassurance: ‘the way you are is what’s normal for you’.
- Look around the class and ask what is the normal colour of a person’s hair...

#### **Ugh! That’s disgusting! Why would anyone want to do THAT? (On hearing intercourse explained)**

- A common response among young children – they may be thinking it even if they don’t say it!
- Gives an opening to emphasise that this is a feature of *adult* relationships – the feelings that make it nice develop as people get older.
- Reassurance is important: it is very personal and intimate, but when people love and trust each other and want to be very close it feels special and isn’t frightening or upsetting. It should *never* happen if either person doesn’t want it to.

#### **Suppose someone touches you and it doesn’t feel nice – what do you do?**

- As above, no kind of touching or intimacy should happen if someone doesn't want it. Anybody, child or adult, can say 'please don't' and that must be respected.
- Make sure all pupils can think of somebody they'd feel safe to talk to if they were ever worried about something like this.
- This is the kind of question that may make you wonder what prompted a child to ask it – don't jump to conclusions, but be alert for signs that there may be something wrong.
- Conveying clear safeguarding messages is one key reason why a planned and progressive approach to SRE through the primary school is essential.

**Does it hurt when you have a period?**

- Be honest but not alarmist! Depending on age, talk about some of the measures that can help to relieve discomfort.

**My mum says it's called a willy, not a penis.**

- A chance here to acknowledge and discuss the different vocabulary pupils will hear: we use the correct words in the classroom to be safe and clear; there are more casual, familiar words that are fine to use at home or amongst friends; you will hear other words that are best avoided because a lot of people are offended by them or because they make things sound unpleasant and nasty when they shouldn't be.

**My brother always says I'm gay - what does that mean?  
Does the Catholic Church not like gay people?**

- Keeping it clear and simple, you can clarify that gay refers to someone who falls in love with members of their own sex rather than the opposite sex.
- Point out that since it describes a way of being in love, we should never ever use the word 'gay' to mean anything rude or abusive – it's very hurtful to people who are gay, and in this school we don't allow that, just as we don't allow any bullying.
- God loves all of us and created us all in love. The Church upholds the dignity of everyone and condemns any unfair treatment of people for any reason. We should be careful when using words to describe each one of us as we are all unique, special and loved by God.

**Do babies ever get stuck inside their mummies?**

- Another one requiring simple honesty without sanitising or scaremongering!
- Your view of the maturity and sensitivity of the class will determine how much you say about possible complications in labour, but you'll want to balance it with reassurance about how doctors can help.

**What is transgender?**

- Transgender is when someone is born with the genitals of one gender but on the inside feels more like the other gender.
- Gender neutral is when we do not classify things into girls and boys or male and female eg boys can wear dresses

**Miss, after last lesson Daniel was showing his willy to all the girls...**

- One of the tricks we have to manage is to make sure that messages about what is public and what is private are clearly understood, without letting 'private' be interpreted as 'naughty' or 'dirty' or 'guilty'. RSE should always promote a positive, healthy and affirmative attitude towards sex and sexual parts, but be clear that they belong to a very personal and private part of people's lives – that's why Mum and Dad may not want you to talk about the things we've learnt in these lessons when you go to tea with Granny!

**Sir/Miss, how old were you when you first had sex?**

- It's safest for you if your class ground rules establish from the outset that we won't ask each other personal questions about our lives – then it can be seen as a reciprocal thing and either questions like this should not arise or you can gently fend them off if they do.
- While it may sometimes be tempting to draw on 'safe' aspects of your own personal experience, be careful not to undermine this distancing principle, which is important both for your safety and that of pupils who might make personal disclosures they later regret.

**See also the A Journey in Love FAQs from Children (pages 74-75) and Glossary (pages 76-79)**