



SS PETER & PAUL CATHOLIC SCHOOL

'Learning Together, Achieving Together in Christ'

Relationships and Sex Education Policy

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| Approved by: | Full Governing Body | Date: 03/12/2021 |
| Last reviewed on: | 1 st September 2021 | |
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Defining Relationships And Sex Education

The DfE guidance states that “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”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about 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. In primary schools the focus is 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.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

Rationale

"I have come that you might have life and have it to the full" (Jn.10.10)

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.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSE is 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 is positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE is in accordance with the Church’s moral teaching. It emphasises 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 also aims to prepare pupils for life in modern Britain.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God’s

call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues are explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSE and the Mission Statement

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. Furthermore, we endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

These are to develop the following **attitudes and virtues** in the children:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the children's **personal and social skills** in:

- 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 which are 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.

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;

- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

Outcomes

Inclusion and Differentiated Learning

We 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.

Equalities Obligations

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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school/ethos dimension, a cross-curricular dimension and a specific relationships and sex curriculum.

Our school follows the *Journey in Love* programme and is also linked with the PSHE *Jigsaw* programme, details of which can be found in Appendix 1 below.

Teaching strategies include:

- establishing ground rules
- discussion
- reflection
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

Assessment activities include:

- listening to and analysing children's responses
- observing and analysing discussions
- marking children's work
- children's self- and peer-assessments

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the first educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school supports 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/carers will be informed by letter when the more sensitive aspects of RSE will be covered so that they can be prepared to talk and answer questions about their children's learning.

We consult parents in regard to this policy and keep them informed about its progress and review. Parents are able to view the resources that we use in the RSE programme. Our aim is that every parent and carer has full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they need to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Balanced Curriculum

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

Pupils will receive clear scientific information. We also ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific RSE programme lays with the Religious Education, PSHE, science and physical education leaders. However, all staff are involved in developing the attitudes and values aspect of the programme. They are to be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils - as they will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to the code of practice developed in line with "Checklist for External Speakers to Schools".

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities Regarding RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

The Headteacher

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

RSE Leader

This policy is delegated to the RE leader. The RE leader, with the headteacher and PSHE leader, 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 RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers are expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training is 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.

Relationship to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents such as the behaviour and/or safeguarding policies.

Pupils with particular difficulties whether of a physical or intellectual nature receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods are adapted to meet the varying needs of this group of pupils.

Children's Questions

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

Some questions may raise issues which it 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 provocative or is of a personal nature.

Supporting Children and Young People who are at Risk

Children need to feel safe and secure in the environment in which RSE takes place - effective RSE provides opportunities for discussion of what is and is not appropriate in relationships: such discussion may well lead to disclosure of a safeguarding issue.

Teachers 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 to follow the school's safeguarding policy and immediately inform one of the designated safeguarding team members.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils will 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 are 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 approaches. Teachers 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RSE leader monitors 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 is to be evaluated every two years by means of questionnaires/needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation are to 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 - they remain ultimately responsible for this policy.

Appendix 1

Relationships and Sex Education Curriculum

| Year group | A Journey in Love (Non-Statutory) | Jigsaw | Science Curriculum (Statutory) | Elements of the Relationships Curriculum linked to RSE (Statutory) |
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| EYFS | <p>To explore the wonder of being special and unique</p> <p><u>Social and Emotional</u> To recognise the joy of being a special person in my family</p> <p><u>Physical</u> To recognize that we are all different and unique</p> <p><u>Spiritual</u> To celebrate the joy of being a special person in God's family</p> | <p>Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> | N/A-**- | <p>Families and people who care for me That families are important for children growing up because they can give love, security and stability. 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.</p> <p>Caring Relationships How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Respectful relationships 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.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice.</p> |
| Year 1 | <p>To focus on families and specially growing up in a loving, secure and stable home</p> <p>Social and Emotional To recognize the signs that I am loved in my family</p> <p>Physical</p> | <p>Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement</p> | <p>Animals and Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> | <p>Families and people who care for me Families are important for children growing up because they can give love, security and stability. The characteristics of a healthy family life: commitment to each other, including in times of difficulty, protection and care for children including other family members, the importance of spending time together and sharing each other's lives</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a</p> |

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| | <p>To recognize how I am cared for and kept safe in my family</p> <p>Spiritual To celebrate ways that God loves us and cares for us</p> | <p>Being a good friend to myself Celebrating special relationships</p> <p>Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p> | | <p>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.</p> <p>Respectful relationships 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. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. 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. Online relationships The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p> <p>Being safe 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. What sorts of boundaries are appropriate in friendships with peers and others? The concept of privacy and the implications of it for both children and adults. Not always right to keep secrets. Each person's body belongs to them, understanding differences between appropriate and inappropriate contact. How to respond safely to adults they may not know.</p> |
| Year 2 | <p>To describe how we are growing and developing in diverse communities that are God-given</p> <p>Social and Emotional To recognise the joy and friendship of belonging to a diverse community</p> <p>Physical</p> | <p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>Changing Me Life cycles in nature Growing from young to old</p> | <p>Animals and Humans Notice that animals, including humans, have offspring which grow into adults</p> | <p>Families and people who care for me 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.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful relationships 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. Practical steps they can take in a range of different contexts to improve or support respectful</p> |

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| | <p>To describe ways of being safe in communities</p> <p>Spiritual To celebrate ways of meeting God in our communities</p> | <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p> | | <p>relationships. That in schools and in wider society they can expect to be treated with respect by others, and in turn, they should show due respect to others, including those in positions of authority. 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.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p> |
| Year 3 | <p>To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe</p> <p>Social & Emotional To describe and give reasons for how friendships make us feel happy and safe</p> <p>Physical To describe and give reasons why friendships can break down, how they can be repaired and strengthened</p> <p>Spiritual To celebrate the joy and happiness of living in</p> | <p>Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>Changing Me How babies grow Understanding a baby's needs Outside body changes - Not to be taught Inside body changes - Not to be taught</p> | N/A | <p>Families and people who care for me Those 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. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p>Respectful relationships 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. Practical steps they can take in a range of different contexts to improve or support respectful</p> |

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| | friendship with God and others | Family stereotypes Preparing for transition | | <p>relationships. The conventions of courtesy or manners. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn, they should show due respect to others, including those in positions of authority. 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. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships</p> <p>The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. Sometimes people may behave differently online including by pretending to be someone they are not. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>Being safe</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? How to respond safely to adults they may not know.</p> |
| Year 4 | <p>To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us now and as we change.</p> <p>Social & Emotional To describe how we all should be accepted and respected</p> | <p>Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>Changing Me Unique me Having a baby</p> | N/A | <p>Families and people who care for me</p> <p>Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up. 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.</p> <p>Caring friendships</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how</p> |

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| | <p>Physical To describe how we should treat others making links with the diverse modern society we live in</p> <p>Spiritual To celebrate the uniqueness and innate beauty of each of us</p> | <p>Girls and puberty (Taught to the girls only in Y4) Circles in Change Accepting change Preparing for transition Environmental change</p> | | <p>to manage these situations and how to seek help or advice from others if needed.</p> <p>Respectful relationships 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. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self- respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn, they should show due respect to others, including those in positions of authority... 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. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p> |
| Year 5 | <p>To show a knowledge and understanding of how we grow in awareness of the physically and emotional changes that accompany puberty and grow further in recognizing God’s presence in our daily lives.</p> | <p>Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming</p> | <p>Animals and Humans Describe the changes as humans develop to old age. (including puberty)</p> | <p>Families and people who care for me That those stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and</p> |

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| | <p>Social & Emotional To show knowledge and understanding of emotional relationship changes as we grow and develop</p> <p>Physical To show knowledge and understanding of the physical changes in puberty</p> <p>Spiritual To celebrate the joy of growing physically and spiritually</p> | <p>SMARRT internet safety rules</p> <p>Changing Me Influence of online and media on body image Puberty for girls Puberty for boys Conception - Not to be taught Coping with change Preparing for transition</p> | | <p>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.</p> <p>Respectful relationships 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. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of selfrespect and how this links to their own happiness. 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. 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. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. Sometimes people act very differently online, including pretending to be someone they are not. Understand how data is shared and used online.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact.</p> |
| Year 6 | To develop a secure understanding of what | Relationships | N/A | Families and people who care for me |

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| | <p>stable, caring relationships are and the different kinds there might be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>Social & Emotional To develop a secure understanding that stable and caring relationships, which may be different types, are at the heart of happy families</p> <p>Physical To explain how human life is conceived</p> <p>Spiritual To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others including life-long relationships.</p> | <p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>Changing Me My Self Image Puberty Babies: Conception to Birth - Not to be taught - Journey in Love Scheme to replace Boyfriends and Girlfriends Real self and ideal self Transition</p> | | <p>Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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.</p> <p>Respectful relationships 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. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of selfrespect and how this links to their own happiness. 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. 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. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>Being safe</p> |
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| | | | | How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact |
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