

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

**CRAYFORD**

**RELATIONSHIPS AND SEX EDUCATION  
POLICY**

Policy written by – SG, LM, LH, DE and AT

**To be reviewed: Autumn 2018 (if no significant changes before this date)**  
**Teaching and Learning**  
**Mrs Schmidt**

## **Mission Statement**

**The teachers and governors of St. Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.**

### **THE AIMS OF ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:**

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils
- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

This Relationships and Sex Education Policy was written in conjunction with two policy documents from the Archdiocese of Southwark 'Education in Human Love – Diocesan Policy for Relationships and Sex

Education Policy' <sup>Sept 2016</sup> and 'A model policy for Relationships and Sex Education' <sup>Sept 2016</sup> from the Catholic Education Service.

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Autumn Term 2016.

This policy will be reviewed every 2 years by the Head teacher, RSE coordinator, the Governing Body and Staff. The next review date is December 2018

### **Dissemination**

This policy has been given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office.

### **Defining RELATIONSHIP AND SEX EDUCATION**

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"<sup>1</sup>. 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"<sup>2</sup>.

### **Statutory Curriculum Requirements**

The statutory requirements relating to SRE are contained within different parts of United Kingdom legislation. They can be summarised as follows.

- All maintained primary and secondary schools must teach the SRE elements of the National Curriculum Science Order.
- In the primary phase SRE is currently optional in Key Stages One and Two. There are statutory elements in the Early Years Foundation Stage.
- All maintained primary and secondary schools must have an up to date policy for SRE, even if the policy (in the primary phase) is not to provide such a programme.
- Parents have a right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order.
- When providing SRE all schools must have regard for the Sex and Relationship Education Guidance published in 2000.

There continues to be discussion within Government and in Parliament on SRE. Further legislation may make SRE compulsory at all Key Stages.

Although legislation currently allows Governing Bodies in primary schools to have a policy of not teaching RSE, it is the Diocesan view that RSE is an important part of the partnership between parents and schools. Age appropriate

RSE should be part of the curriculum in all schools (primary and secondary, academy or voluntary aided) in the Archdiocese of Southwark

## **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 (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

## **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 the God's call to love others with a proper respect for their dignity and the dignity of the human body.

The following virtues will be explicitly 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, St Joseph's Catholic Primary School aims state that we will 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"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## Objectives

To develop the following attitudes and virtues:

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

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

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 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).

### **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, pregnancy, maternity, 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 programme 'A Journey in Love' will overlap our RE programme 'The Way, The Truth and The Life'. The development and understanding of Relationship and Sex Education will be taught in all year groups and content will be age appropriate and explicitly follow the Teachings of Christ. We will follow three core themes to ensure we meet the requirements of teaching a Relationship and Sex Education programme. Each theme begins with a statement of virtues which are learned from experience and reflect our Christian tradition.

The first focus will be 'Created and Loved by God' – this section is about teaching our children:

- Religious understanding of the human person: loving myself
- Me, my body and my health
- Emotional well-being and attitudes
- Life cycles and fertility

The second focus will be 'Created to love others' – this section is about teaching our children:

- Religious understanding of human relationships: loving others
- Personal Relationships
- Keeping safe and people who can help me

The third focus will be 'Created to live in community (local, national and global)' – this section is about teaching our children:

- Religious understanding of the importance of human communities
- Living in the wider world

Greater content of the curriculum is attached in appendix 1

## Parents and carers

*"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents"<sup>4</sup>.*

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development.

Catholic schools help parents in this task and seek to work in partnership with them. Parents are consulted whenever the school's RSE policy is reviewed. They are given the opportunity to discuss the content of any programme of RSE that will be delivered and resources that are planned to be used.

## Governors

The 1996 Education Act places responsibility for the school's policy on RSE in the hands of the Governing Body. They are required to ensure that there is an up to date RSE policy that is available for parents to read and that the policy is consistent with other relevant whole school policies (e.g. SEND; Safeguarding; Anti-Bullying; Pastoral Care). Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that the RSE policy for the school complies with Diocesan policy, directives, and guidance regarding RSE.

## Headteachers

Responsibility for the implementation of the RSE policy is delegated to the Headteacher, in liaison with the governors, parents, Diocesan Education Commission and the Local Authority. It is the task of the Headteacher to integrate RSE into the curriculum.

## RSE Leader/Co-ordinator

An appropriately trained RSE Leader/Coordinator may be appointed to oversee curriculum planning, Continuing Professional Development, training and support for teachers. With governors and the Headteacher, this person should ensure that there is a planned process for informing parents about RSE in the school. Elements of RSE will be delivered in different curricula areas. One element of good practice is to establish a cross curricula liaison group

to support the RSE Leader/Coordinator.

## **Teachers and other adults**

Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

## **Balanced Curriculum**

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. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. 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.

## **External Visitors**

Relationship and Sex Education must be in accordance with the teachings of the Catholic Church. It is the responsibility of the Governing Body, working with the Headteacher and Senior Leadership Team, to ensure that this is achieved through careful monitoring of the teaching resources used. In considering the resources which will be used for RSE, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God;
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Catholic teaching;
- The accuracy and clarity of material presented.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. Further guidance on working with external visitors can be found in the Education Commission's document *Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese*. This is available on our website <http://www.educationcommission.org.uk/> and should be consulted before inviting external agencies or visitors into the school.

## **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 (Anti-Bullying policy, Safeguarding Policy, E-SAFETY Policy, RE Policy, SEN Policy, Whistleblowing Policy)

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.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

## **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, of illegal activity or other doubtful, dubious or harmful activity.

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.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

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 tendentious or is of a personal nature.

## **Supporting children and young people who are at risk**

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.

## **CONFIDENTIALITY AND ADVICE**

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, in line with the school's pastoral care policy. 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 circumstance 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 in line with Safeguarding and Child Protection Policy.

## **Monitoring and Evaluation**

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 will be reported to Governors for them to consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

### References:

<sup>1</sup> & <sup>2</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>3</sup> Gravissimum Educationis 1

<sup>4</sup> Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*, paragraph 43 (1995)

Signed: *M Lawrence*  
Chair of Governors

Date: 27<sup>th</sup> March 2017

## Theme 1: Created and Loved by God

EYFS &amp; 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>• Respectful of their own bodies and character</li> <li>• Appreciative for blessings</li> <li>• Grateful to others and to God</li> <li>• 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>• Respectful of their own bodies, character and giftedness</li> <li>• Appreciative for blessings</li> <li>• Grateful to others and to God</li> <li>• Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>• Discerning in their decision making</li> <li>• Determined and resilient in the face of difficulty</li> <li>• 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>• We are made by God and are special</li> <li>• We are all God's children</li> <li>• Ways of expressing gratitude to God</li> <li>• About the sacrament of Baptism</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• We are special people made in the image and likeness of God</li> <li>• We are children of God with an innate dignity</li> <li>• God has created us for a purpose (vocation)</li> <li>• Life is precious and their body is God's gift to them</li> <li>• Prayer and worship are ways of nourishing their relationship with God</li> <li>• 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>• We are all unique individuals</li> <li>• We all have individual gifts, talents and abilities</li> </ul> <p><b>My body</b></p> <ul style="list-style-type: none"> <li>• The names of the external parts of the body</li> <li>• The similarities and differences between girls and boys</li> </ul> <p><b>My Health</b></p> <ul style="list-style-type: none"> <li>• How to maintain personal hygiene</li> <li>• 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>• Everyone expresses their uniqueness in different ways and that being different is not always easy</li> <li>• Strategies to develop self-confidence and self-esteem</li> <li>• Each person has a purpose in the world</li> <li>• 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>• Their body will change and develop as they grow</li> <li>• About the growth and development of humans and the changes experienced during puberty</li> <li>• 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>• How to make informed choices that have an impact on their health</li> </ul>

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	EYFS & KS1	KS2
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>• That we all have different likes and dislikes</li> <li>• A language to describe feelings</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• A basic understanding that feelings and actions are two different things</li> <li>• Simple strategies for managing feelings and behaviour</li> <li>• 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>• Their emotions may change as they approach as they grow and move through puberty</li> <li>• To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</li> <li>• What positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• 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>• That some behaviour is unacceptable, unhealthy or risky</li> <li>• 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>• 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>• How a baby grows and develops in its mother's womb</li> <li>• To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)</li> </ul> <p><b>Fertility</b></p> <ul style="list-style-type: none"> <li>• The nature and role of menstruation in the fertility cycle</li> <li>• How human life is conceived in the womb, including the language of sperm and ovary</li> </ul>

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## 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> <ul style="list-style-type: none"> <li>• Friendly, able to make and keep friends</li> <li>• Caring, attentive to the needs of others and generous in their responses</li> <li>• Respectful of others, their uniqueness, their wants and their needs</li> <li>• Forgiving, able to say sorry and not hold grudges against those who have hurt them</li> <li>• Courteous, learning to say, “please” and “thank you.”</li> <li>• Honest, able to tell the difference between truth and lies</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>• Loyal, able to develop and sustain friendships</li> <li>• Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</li> <li>• Respectful, able to identify other people’s personal space and respect the ways in which they are different</li> <li>• Forgiving, developing the skills to allow reconciliation in relationships</li> <li>• Courteous in their dealings with friends and strangers</li> <li>• Honesty, committed to living truthfully and with integrity</li> </ul>
Religious understanding of the human person: loving	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• We are part of God’s family</li> <li>• That saying sorry is important and can help mend broken friendships</li> <li>• Jesus cared for others</li> <li>• That we should love other people in the same way Jesus loves us</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• Christians belong to the Church family which includes the school, parish and diocese</li> <li>• The importance of forgiveness and reconciliation in relationships and some of Jesus’ teaching on forgiveness</li> <li>• The sacrament of marriage involves commitment and self-giving</li> </ul>
Personal relationships	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of positive and negative relationships</li> <li>• To identify special people (e.g. family, carers, friends) and what makes them special.</li> <li>• There are different family structures and these should be respected</li> <li>• How their behaviour affects other people and that there are appropriate and inappropriate behaviours</li> <li>• To recognise when people are being unkind to them and others and how to respond.</li> <li>• Different types of teasing and bullying which are wrong and unacceptable.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• How to maintain positive relationships and strategies to use when relationships go wrong.</li> <li>• There are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>• How to make informed choices in relationships and that choices have positive, neutral and negative consequences</li> <li>• An awareness of bullying (including cyber-bullying) and how to respond</li> <li>• About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</li> <li>• To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurized</li> <li>• About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</li> </ul>

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	EYFS & KS1	KS2
Keeping safe and people who can help me	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</li> <li>To use simple rules for resisting pressure when they feel unsafe or uncomfortable</li> <li>The difference between good and bad secrets Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</li> </ul> <p><b>People who can help me</b></p> <ul style="list-style-type: none"> <li>Who to go to if they are worried or need help</li> <li>That there are a number of different people and organisations they can go to for help in different situations.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>How to use technology safely</li> <li>That not all images, language and behaviour are appropriate</li> <li>To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul> <p><b>People who can help me</b></p> <ul style="list-style-type: none"> <li>That there are a number of different people and organisations they can go to for help in different situations and how to contact them</li> <li>How to report and get help if they encounter inappropriate materials or messages</li> </ul>

### 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> <ul style="list-style-type: none"> <li>Just and fair in their treatment of other people, locally, nationally and globally</li> <li>People who serve others, locally, nationally and globally</li> <li>Active in their commitment to bring about change</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>Just, understanding the impact of their actions locally, nationally and globally</li> <li>Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</li> <li>Visionary in their ability to identify injustice and speak out against it locally, nationally and globally</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>That God is Father, Son and Holy Spirit</li> <li>Some scripture illustrating the importance of living in community</li> <li>Jesus’ teaching on who is my neighbour</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>God is Trinity – a communion of persons</li> <li>The key principles of Catholic Social Teaching</li> <li>The Church is the Body of Christ</li> </ul>
Living in the wider world	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>That they belong to various communities such as home, school, parish, the wider local community and the global community</li> <li>That their behaviour has an impact on the communities to which they belong</li> <li>That people and other living things have needs and that they have responsibilities to meet them;</li> <li>About what harms and improves the world in which they live</li> <li>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</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>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.)</li> <li>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</li> <li>That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</li> <li>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</li> </ul>

(From the CES ‘A model Catholic Primary RSE Curriculum’ – Autumn 2016)