



Blessed Robert Widmerpool Catholic Voluntary Academy

"We walk kindly in the footsteps of Jesus Christ as we live and learn."

Relationships and Sex Education Policy

Relationship and Sex Education provides a basis for children within which they can grow in confidence as people and become informed, thoughtful, responsible, healthy and safe members of society.

It encompasses PSHE and citizenship as well as relationship and sex education, drugs education, bullying awareness, safety, civic rights, duties and responsibilities, online safety, knowledge and understanding of scientific concepts and developing thinking skills.

It seeks to educate the whole person: spiritually, intellectually, morally, emotionally, socially, psychologically, and physically towards Christian maturity.

Children learn about relationships in the context of the Catholic faith. Every area of school life contributes to the education in personal relationships and helps young people learn to respect themselves and others, making safe, healthy and informed choices as they grow up and move with confidence from childhood through adolescence into adulthood.

Aims

- Encourage children's growth in self respect, acknowledging we are all created in the likeness of God
- Help children develop an understanding that love is the central basis of relationships
- Provide relationship and sex education in the wider context of relationships
- Help children to develop a healthier, safer, informed lifestyle
- Prepare children to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God
- Enable children to develop a personal, moral compass and code rooted in Gospel values

Relationship and Sex Education

Children are given opportunities to take part in activities which

- Encourage them to reflect on their own relationships in order to develop an understanding of themselves, their sexuality and that of others
- Help them acquire the skills necessary to develop and sustain relationships
- Develop self-confidence and self-esteem
- Help them to consider personal attitudes and make responsible decisions
- Present facts in an objective and balanced manner and use appropriate terminology
- Enable them to discuss issues without embarrassment or fear of ridicule
- Encourage them to discuss and challenge the message given out by their peers and the media
- Enable them to make informed decisions to help them to assess, avoid and manage risk
- Develop effective ways of resisting pressures including knowing when and where to get help

- Use assertiveness techniques to resist unhelpful pressure
- Develop skills to cope with emergency situations
- Help them to understand rules, rights and responsibilities
- Enable them to consider different points of view
- Explore moral, social and cultural issues

Children learn about personal relationships through RE and Science as well as other areas of the curriculum by way of a cross curricular, integrated approach.

All children have equal access to education in personal relationships, including Sex Education, within the curriculum.

Pedagogical Principles

The teaching about love and sexual relationships in our Catholic school is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

The RSE programme enshrines core pedagogical virtues. It is:

- **Progressive & Developmental**

It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

- **Differentiated**

The RSE programme is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods are adapted and specialist resources and training is provided for those with particular needs. Children, especially those with special educational needs and disabilities, are not at any point withdrawn from RSE because of lack of resources, training or to catch up in other subjects.

- **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality is in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each is informed by the other. Each discipline speaks with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

- **Integrated**

The RSE programme ensures that there is correspondence between phases and across disciplines and also ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This is achieved by the home, parish and school working together to integrate the teaching of RSE.

- **Co-ordinated**

RSE is given the time and importance it deserves by those who plan and teach it in school. RSE is taken seriously by school leaders; led by the RE Coordinator who uses time and

expertise to co-ordinate the subject with dedication and commitment at a senior level; is taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

- **Balanced**

Whilst promoting Catholic virtues, the school ensures that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

RSE Curriculum

The curriculum is based on three core aims within which there is a broad overlap. The three themes are:

- **Created and loved by God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)
Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience, and are gained through imitation the same virtues being modelled by those who teach. They express the qualities of character that we seek to develop in our pupils, through our exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

An overview of the RSE themes is attached. In consultation with the Diocesan guidelines, the Nottingham Primary RE Advisor and approved resources including the *Journey In Love* materials and those available from the CES, elements of each theme have been separated into individual year groups in order to ensure the its suitability regarding the age and ability of children, that progression is clear and consistent and to ensure full, complete coverage. This is outlined in the Safety Ladder document which encompasses a cross-curricular approach alongside other aspects of the National Curriculum (Appendix attached).

The majority of the RSE programme is taught within the Come and See RE Curriculum. See appendix attached. The remaining content of the RSE curriculum is planned for and taught within the

academic year according to the class teacher who will judge the readiness of the children and the appropriate time to teach the content to ensure it is relevant, meaningful and appropriate. It is considered that the end of the year, especially for children in Years 5 and 6, is not always the most appropriate time to ensure the full content is covered.

The RSE curriculum is taught through a range of teaching strategies, including appropriate images, pictures, diagrams, video clips, books, discussion, role-play and drama. Differentiation occurs according to the needs of the children including teacher/TA support, questioning, resources, paired/groupings, time given, tasks and outcome. See SEND policy.

The teaching of RSE is conducted in a supportive, welcoming environment where respect, trust, appropriateness and confidentiality is discussed before and after each session and adapted to the needs, age and suitability of the children. Questions are invited and according to the context of the learning, may be posed anonymously to preserve confidentiality and anonymity. Strategies are discussed with the children about the appropriateness of sharing their own and others' experiences using a sentence starter such as, '*Someone I know...*'

RSE in the Foundation Stage is covered within the Come and See programme and included within the PSED, Physical Development and Understanding the World areas of learning.

Safeguarding

When teaching any part of the RSE programme or any sensitive issues, children and young people who may give cause for concern or who are believed to be at risk are reported immediately to the school's Designated Safeguarding Leads and safeguarding procedures are closely followed. See the Safeguarding Policy.

CPD

Staff training needs are consulted annually and the RE coordinator ensures that training needs are met. Resources and training is accessed as and when necessary in order to ensure staff are confident and skilled to teach the RSE curriculum effectively and that resources used are of a high quality. The school seeks guidance, resources and CPD from the Diocese and regularly attend training sessions offered.

Assessment and Monitoring

Assessment and evaluation is carried out by the class teacher, RE coordinator and SLT to ensure consistency with the school's policy. Pupils' knowledge, understanding and skills will be assessed through pupil self assessment, peer group assessment, teacher assessment and whole school monitoring programme which includes staff, parents and governors

The Wider Community

The school will make appropriate use of external agencies. External contributors include our community police officers and other health professionals who work with the school. Teachers work alongside visitors when they work in the classroom.

Confidentiality

Relationship and sex education requires sensitive teaching which is matched in particular by the specific needs and concerns of children. Teachers use their professional judgement when addressing

issues in relationship and sex education and careful consideration is given to the inevitable wide and varied experience and backgrounds of the children in the class.
All teachers involved in relationship and sex education are required to be sensitive, credible and consistent.

The school will ensure that all staff are familiar with their legal and professional responsibilities.

The Governing Body

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the relationship and sex education curriculum reflects the Church's teaching.

The Role of Parents

Recognising that parents are the primary educators of their children, the school will seek to support them in this task. The Governing body fully subscribes to the views of the Catholic Church. The Governors will always strive to ensure that parents are supported in their task. Parents are consulted and kept informed when any changes and developments made to the RSE curriculum and policy. Guidance in the form of an Open Information Evening is offered regularly to engage and support parents in this education which is supported by the Primary RE advisor for the Nottingham Diocese.

Parents have the right to withdraw their children from the schools relationship and sex education programme but not from those areas which are expected to be covered in the Science National Curriculum. They are invited to discuss any concerns with the head teacher. They must notify the Governors if they decide to withdraw their child from the relationship and sex education programme. When a child is withdrawn from the programme, school will provide the necessary information and resources for parents to support the RSE education at home.

Other Policies and the Wider Curriculum

This policy supports and complements a wide range of other policies including Bullying, SEND, Teaching and Learning, Safeguarding, Science, Computing and E-Safety and RE. Learning about RSE is taught in a meaningful, relevant context using a cross-curricular context. Explicit teaching for RSE for certain year groups is outlined on termly mind maps, RE medium term plans and weekly subject planning.

Review

This policy is updated annually.

Review Date April 2017

NATIONAL BOARD OF RELIGIOUS INSPECTORS AND ADVISERS

RELATIONSHIPS AND SEX EDUCATION IN A CATHOLIC SCHOOL

AUDIT OF CURRENT PRACTICE

Relationships and Sex Education		Audit of Current Practice			
KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Statements to Live By	PSHE	OTHER
KEY STAGE 1 (EYFS) Understanding Self & how to relate to Others	know that they are made by God and are precious value themselves and others as God's children Know God loves each one & God knows each person's name	Families Y 1 Beginnings Y2 Treasures Y2 Families Y1 Beginnings Y2 Myself	1. We are all special 13. I try to love others as I love myself	SEAL – Good to be me SEAL - Changes Anti-bullying week	
	identify and value similarities and differences between people <u>PEOPLE & COMMUNITIES - Early Learning Goal</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Other Faiths (all) Neighbours Y1	2. I notice that we are the same and we are different	SEAL - Getting on and falling out SEAL - Relationships R-Time	Anti-bullying week
	identify and be able to talk with someone they trust <u>SELF CONFIDENCE & SELF AWARENESS - Early Learning Goal</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Families Y1	25. I know when to ask for help and who to ask for help from 28. I understand what trust means	SEAL – Relationships R - Time Anti-bullying week	Internet Safety week

recognise safe and unsafe situations and use simple rules for dealing with strangers and for resisting pressure when they feel unsafe or uncomfortable		7. I try to stand up for myself and others 26. I can recognise comfortable and uncomfortable feelings	SEAL – Say no to bullying Drug Education	
know the basic rules for keeping themselves healthy HEALTH & SELF CARE - Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		9. I can tell you how I look after myself 10. I think before I make choices that affect my health	SEAL – Changes Healthy Eating week Drug Education	Science WOW day – ‘Healthy Me’
listen and co-operate with others LISTENING & ATTENTION - Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.	Belonging Y1 Change Y1 (LF3)	8. I try to be fair and just 14. I try to follow our school and classroom rules 17. I listen to what you say. I show that I am listening to you 18. I cooperate with others in work and play	R-Time SEAL - Relationships	

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Statements to Live By	PSHE	OTHER
KEY STAGE 1 (EYFS) Family, Friendship, Church, Community	recognise they belong to a family, know that families should be special and understand that family members should care for each other and share	Families Y1 Meals Y1	16. I know we are happiest when we are united	SEAL – Good to be me	Grandparent’s day
	know about the needs of babies and young people and the importance of positive parenting			SEAL – Relationships R-Time	
	recognise the school and parish as a caring community know & understand that we are welcomed into our school & parish family	Signs & Symbols Y2 Special People Y1 Welcome F2	15. I know that I belong in a community that includes my school	SEAL – Relationships R-Time	

recognise that all are part of God's family	Families Y1		SEAL – Relationships SEAL – New beginnings	
appreciate celebrations marking birthdays and special occasions <i>know & understand what a birthday is for</i>	Preparing Y2 Opportunities Y2 <i>Birthdays F2</i>		SEAL – Good to be me	
appreciate relationships - family& friends and how they work together, share, share feelings and talk, play together and pray together <i>Know & understand we can make friends</i> <u>PEOPLE & COMMUNITIES - Early Learning Goal</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Thanksgiving Y2 Rules Y2 Being Sorry Y2 Families Y1 <i>Friends F2</i>	8. I try to be just and fair 10. I can work, play, rest and pray each day 18. I cooperate with others in work and play	R-Time SEAL – Relationships	
know that saying sorry is important	Rules Y2 Being Sorry Y1 Change Y1 (LF3)	31. I know how to show I am sorry	R-Time SEAL – Relationships SEAL – Getting on and falling out	
identify and share their feelings with others and develop an ability to deal with their emotions <u>MAKING RELATIONSHIPS - Early Learning Goal</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Being Sorry Y1 (LF6) <i>Friends F2</i>	3. I can say how I feel	R-Time SEAL - Relationships	
recognise that their feelings and actions affect other people <u>MANAGING FEELINGS & BAHAVIOUR - Early Learning Goal</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Belonging Y1 Rules Y2 Being Sorry Y2		R-Time SEAL - Relationships	

	LEARNING OUTCOMES	Come & See	Statements to Live By	PSHE	OTHER
	<p>know themselves as male and female</p> <p><u>UNDERSTANDING THE WORLD - Early Learning Goal</u> Children know about similarities and differences in relation to places, objects, materials and living things.</p>		35. I notice that we are the same and that we are different	SEAL – Changes Sex Ed. Booklet (In the beginning)	
	<p>know and understand the process of growth from young to old and how people's needs change</p>			SEAL – Changes In the Beginning	
	<p><i>recognise and compare the main external body parts of human bodies (learn the names of the main body parts)</i></p>	Yr 1		SEAL – Changes Sex Ed. Booklet In the Beginning	
	<p><i>recognise the similarities and differences between themselves and others and treat others with sensitivity</i></p> <p><u>PEOPLES & COMMUNITIES - - Early Learning Goal</u> They talk about the features of their own immediate environment and how environments might vary from one another.</p>	Other Faiths (all)	1. We are all special 35. I notice that we are the same and that we are different	SEAL – Good to be me SEAL - Relationships	
	<p><i>know and understand that humans and animals can produce offspring and these grow into adults (notice that animals, including humans, have offspring which grow into adults)</i></p> <p><i>Know & understand about growth in nature</i></p> <p><u>THE WORLD - Early Learning Goal</u> They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	Yr 2 Growing F2		SEAL – Changes Sex Ed. Booklet - In the Beginning	
	<p>develop their relationship with God through prayer and acts of worship</p>	All topics	All topics	SEAL – New Beginnings	Daily Collective Worship Whole school Mass
	<p>engage in actions motivated by the life and teaching of Christ</p>	All topics	All Statements	SEAL – Going for Goals	

Relationships and Sex Education			Audit of Current Practice		
KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Statements to Live By	PSHE	OTHER
KEY STAGE 2 Understanding Self & how to relate to Others	value themselves as a child of God, and their body as God's gift to them	Ourselves Y5	1. We are all special	SEAL - Changes	
	recognise their own worth and identify positive things about themselves	Self-Discipline Y4 Ourselves Y5	2. I can say one good thing about myself	SEAL – Good to be me	
	appreciate that life is precious & a gift from God	Neighbours Y1 Treasures Y2	1. We are all special	SEAL – Good to be me	
	listen to and support others, and respect other people's viewpoints and beliefs	Other Faiths (all) Common Good Y6 Freedom & Responsibility Y5	8. I try to be just and fair 17. I listen to what you say. I show that I am listening to you 36. I try to be accepting of others	SEAL – Relationships SEAL – Getting on an falling out. R-Time SEAL - Say no to bullying	Open Centre visit - Islam
	understand that bullying is wrong, different forms of bullying and the feelings of both victims and bullies			SEAL – Getting on and falling out. SEAL - Say no to bullying	Anti-bullying Focus and House Meeting (November)

<p>see things from other people's viewpoints, for example, their parents, carers and teachers</p> <p>form opinions (for example about relationships and bullying) and express them to a variety of people</p>	<p>Witness Y6</p> <p>Common Good Y6</p>	<p>36. I try to be accepting of others</p> <p>8. I can say how I feel</p> <p>9. I try to stand up for myself and others</p>	<p>R-Time SEAL – Going for goals</p>	
<p>recognise different risks in different situations and appropriate safe responses</p>		<p>4. I know what to do if I see anyone being hurt</p>	<p>R-Time Drug Education</p>	
<p>identify adults they can trust and ask for help</p>		<p>25. I know when to ask for help and who to ask for help from</p>	<p>R-Time SEAL – Relationships</p>	

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Statements to Live By	PSHE	OTHER
KEY STAGE 2 Family, Friendship Church, Community	be more self-confident in a wide range of new social situations, such as seeking new friends or taking on responsibilities in school, in the parish and at home	Homes Y3 Visitors Y3	5. I understand that rights match responsibilities	SEAL – Good to be me SEAL – Going for goals R-Time	
	understand that every family is different	People Y4	35. I notice that we are the same and we are different	SEAL – New beginnings R-Time	
	recognise the many relationships in which they are involved, e.g. parents, family, friends, Church and various groups and communities	Called Y 4 Community Y 4 Life Choices Y5 Mission Y5		SEAL – New Beginnings SEAL - Relationships	
	recognise differences and similarities between people in the school and wider community and know these can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability	Other Faiths (all) Common Good Y6 Mission Y5 (LF6)	35. I notice that we are the same and we are different 33. I know what human dignity means and I show that I respect others	SEAL – Relationships Anti Bullying week	Visit to Arboretum war memorial
	recognise and challenge stereotypes, for example in relation to gender	Other Faith (all)	34. I stand up for people who are being treated unfairly	SEAL – Good to be me	
	recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness	All Reconciliation topics	21. I know it is OK for me to make mistakes 22. I can learn from my mistakes and failures 29. I try to forgive people when they hurt me 30. I try to accept forgiveness from others 31. I know how to show I am sorry	SEAL – Relationships SEAL – Getting on and falling out.	
	understand the need for respect, love and trust in relationships	Gift Y4 Unity Y6 Listening and Sharing Y3 Life Choices Y5	33. I know what human dignity means and I show that I respect others 1. We are all special 16. I know we are happiest when we are united	SEAL - New beginnings SEAL – Relationships R-Time	

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Statements to Live By	PSHE	OTHER
KEY STAGE 2 Family, Friendship Church, Community	recognise appropriate and inappropriate touches and greetings and know what to do to resist pressure when they feel uncomfortable		26. I can recognise comfortable and uncomfortable feelings	Sex Ed - In the Beginning	
	listen to and support their friends and manage friendship problems	Building Bridges Y4 Unity Y6 Giving All Y3	36. I try to be accepting of others	SEAL – Relationships R-Time	
	recognise that they can make good choices and bad choices; that all the choices they make have consequences and be able to anticipate the results of them	Loving Y6 Choices Y3 Building Bridges Y4 Freedom & Responsibility Y5 Giving All Y3 Transformation Y5 (LF2)		SEAL – Going for goals.	
	begin to appreciate what is involved in bringing up children and what responsibilities parents have	Loving Y6 Homes Y3 (LF2)		SEAL - Relationships	
Know about emotional and physical development	know the rituals celebrated in Church that mark life, particularly birth, marriage and death	Giving All Y3 Promises Y3 Called Y4 Life Choices Y5 Vocation Y6 Healing Y6 Giving Y5		Sex. Education - In the Beginning	
	know that they grow and change throughout life			Sex. Ed - In the Beginning	
	recognise the changes that take place at puberty (e.g. emotional and physical changes) and how to deal with and express their feelings about themselves, their family and others in a positive way	Homes Y3		SEAL - Changes	

KEY STAGE	LEARNING OUTCOMES	Come & See	Statements to Live By	PSHE	OTHER
STRAND KEY STAGE 2					
Know about emotional and physical development	know and understand their bodies, the need for personal hygiene, that safe routines can stop the spread of viruses and how to combat disease (e.g chicken-pox, tooth decay etc.)		9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Sex. Ed - In the Beginning	Science WOW day – 'Healthy Me'
	<i>know and understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</i>			Sex. Ed - In the Beginning	
	<i>know about the main stages of the human life cycle (Describe the life cycles common to a variety of animals, including humans - growth, development, reproduction, death)</i>	Yr 5			Sex. Ed - In the Beginning
Celebrating faith in prayer, worship and action	<i>Describe the life processes of reproduction in some plants and animals</i>	Yr 6			
	<i>Describe the changes as humans develop from birth to old age</i>	Yr 6		Sex. Ed - In the Beginning SEAL - Changes	
	<i>Recognise the impact of diet, exercise, drugs and life style on the way their bodies function</i>	Yr 6		Drug Education	
	<i>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i>	Yr 6		Sex. Ed - In the Beginning	
	develop their relationship with God through prayer and acts of worship	All topics	All Statements		
	engage in actions they know are motivated by the life and teaching of Christ	All topics	All Statements		

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

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

<p>Life cycles and fertility</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>2.1.5.1. How a baby grows and develops in its mother's womb</p> <p>2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)</p> <p>Fertility</p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>
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Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, “please” and “thank you.”</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers</p> <p>2.2.1.6. Honesty, committed to living truthfully and with integrity</p>
Religious understanding of human relationships: loving others	<p>Pupils should be taught:</p> <p>1.2.2.1. We are part of God’s family</p> <p>1.2.2.2. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.3. Jesus cared for others</p> <p>1.2.2.4. That we should love other people in the same way Jesus loves us</p>	<p>Pupils should be taught:</p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.3. The sacrament of marriage involves commitment and selfgiving</p>
Personal relationships	<p>Pupils should be taught:</p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, and 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. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.5. To recognise when people are being unkind to them and others and how to respond.</p> <p>1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.</p>	<p>Pupils should be taught:</p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong.</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurized</p> <p>2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</p>

<p>Keeping safe and people who can help me</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</p> <p>People who can help me</p> <p>1.2.4.5. Who to go to if they are worried or need help</p> <p>1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behavior 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>People who can help me</p> <p>2.2.4.5. 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>2.2.4.6. How to report and get help if they encounter inappropriate materials or messages</p>
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Theme 3: Created to live in community (local, national and global)

EYFS & KS1

KS2

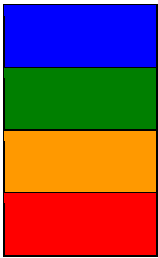
<p>Education in virtue</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
<p>Religious understanding of the importance of human communities</p>	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus’ teaching on who is my neighbour</p>	<p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>

<p>Living in the wider world</p>	<p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>Pupils should be taught:</p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>
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Primary Safety Skills Ladder

Key Stage 1 & 2



E-Safety
Keeping Healthy
Relationships and Sex Education
Staying Safe including Drug Education

Year 1

- I can name the main parts of the body and know that we are created in God's image
- I understand differences between male and female and can name the main parts of the body, including sexual parts (penis/vagina)
- I know which areas of the body are private
- I understand that babies become children and then adults
- I know how to look after my body
- I know that there are different kinds of relationships – family, friends and others
- I know that there are different types of families
- I can say people who are special to me, what makes them special and how special people should care for one another
- I know family and friends should care for each other
- I know there are good and bad secrets
- I can judge what kind of physical contact is acceptable, unacceptable, comfortable and uncomfortable and how to respond (Including who to tell and how to tell them)
- I understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- I know the role of medicines in promoting health and the reasons why people use them
- I know the school rules about personal hygiene and medicines
- I know that there are healthy and less healthy drinks and some drinks that are for adults (e.g coffee, alcohol)
- I recognise the need for safety rules – road, fire, school environment, playground and home
- I know there are people and services who can help us
- I know simple rules about medicines and other substances used in the home, including solvents (bleach, cleaning product) and that they can be harmful if not used properly
- I know the importance of personal hygiene – regular washing, bathing, showering
- I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health
- I know that change and loss can affect feelings, including moving home, losing pets, friends, or family.
- I know who to go to if I am worried
- I understand that I can find a range of information from the internet
- I can navigate age-appropriate websites
- I know what to do if I find something inappropriate online
- I know that the internet can be used to communicate with others
- I understand that we should respect the work of others which is stored or presented electronically

Year 2

- I use appropriate language for body parts e.g penis and vagina
- I know which parts of my body are private
- I know the difference between male and female humans and animals
- I understand the importance of valuing of one's own body and recognising its uniqueness
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (PANTS are Private – NSPCC link)
- I know that people can do different things according to age and development and that people grow from young to old
- I know some people have fixed ideas about what boys and girls can do
- I know that there are good and bad secrets
- I know I share a responsibility to keep myself and others safe, when to say, *yes, no, I'll ask, I'll tell...*
- I can recognise, name and deal with my feelings in a positive way
- I know that other people's families are different to mine
- I can listen to other people
- I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends
- I understand that all drugs (cough syrup, paracetamol, Calpol, caffeine, alcohol) can be harmful if not used properly
- I know the dangers from handling discarded syringes and needles
- I know who to go to if I need help or am worried

I can make simple choices to improve my health and well-being
I know that change and loss can affect feelings, including moving home, losing pets, or family.
I can use the internet purposefully and safely to answer specific questions
I know that not everything on the internet is true
I am able to send suitable and purposeful emails with help I can demonstrate an understanding of E-safety when communicating online
I am aware that people communicate using social media/gaming and the importance of privacy and staying safe

Year 3

I can identify different types of relationships and show ways to maintain good relationships
I understand that relationships may change over time
I can judge what kind of physical contact is acceptable or unacceptable
I know who to go to if I need help
I understand that all families are different and have different family members
I can describe how my body has changed since I was a baby
I can judge what kind of physical contact is acceptable or unacceptable
I know that individuals have rights over their own bodies and there are differences between good and bad touching
I understand about personal space
I know how to deal with unwanted touch
I know who to go to if I needed help
I know that marriage and civil partnerships are examples of loving relationships
I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing
I can identify and explain how to manage the risks in different familiar situations.
I can make judgements and decisions and use basic techniques for resisting negative peer pressure
I can list the commonly available substances and drugs that are legal (cough medicine, paracetamol, Calpol, caffeine, alcohol) and illegal (tobacco and aerosols) and describe some of the effects and risks of these
I know how to keep myself and others safe when using roads
I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs I understand that it is alright to break a secret in order to keep me safe
I can use the internet purposefully and safely to answer specific questions.
I know that not everything on the internet is true
I know the difference and risks of communicating using email and online in a discussion forum
I am able to send suitable and purposeful emails
I can demonstrate an understanding of E-safety when communicating online

Year 4

I feel good about myself and my body

I know the importance of taking care of my own body

I know I have the right to protect my body from inappropriate and unwanted contact

I understand the language used to describe feelings and changes

I understand the main stages of the human life cycle

I know some of the ways that my body and emotions will change as I grow into an adult through the stages of puberty including physical differences (height, weight, perspiration, changes in skin)

I know that puberty is linked to reproduction

I know the names for different male and female body parts and **introduce** their functions (vagina and penis are organs used to excrete bodily waste and are the organs involved in sexual reproduction)

I can respond appropriately to other people's feelings

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from me

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media

I can make informed choices about healthy eating and exercising

I can use the internet as a resource to support my work, and begin to understand plagiarism

I know that not everything on the internet is true and know what to do if I access something inappropriate

I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school blogs, email, instant messaging, social networking, online gaming and mobile phones

I understand the need to keep some information private in order to protect myself when communicating online (passwords, address, distributing images of myself and others)

I begin to recognise how electronic communications may be used for manipulation or persuasion

I can take responsibility for my own choices, behaviour and safety and realise that actions have consequences

I can begin to understand some of the influences on my personal choices in relation to smoking or other substances (caffeine, alcohol, tobacco) and the consequences of those choices

I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances I know who to go to if I need help

Year 5

I can name the parts of the male and female reproductive organs

I know and explain the ways in which boys and girls grow and develop in puberty physically and emotionally

I understand how to manage the physical and emotional changes of puberty

I understand the importance of good hygiene routines as I grow into an adult

I know where I can get support during puberty both within and outside of school

I know where individuals, families and groups can get help and support

I understand the safe and simple routines to prevent the spread of bacteria and viruses

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

I recognise that as I approach puberty, how people's emotions change and how to deal with my feelings towards myself, my family and others in a positive way

I know where individuals, families and groups can get support

I know that marriage is a commitment freely entered into by both people and that no one should enter a marriage if they don't want to

I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with

I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability

I can identify a range of risks connected to realistic and relevant drug situations for my age

I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences

I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks

I know the dangers from handling discarded syringes and needles

I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

I know who to go to if I need help

I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image

I know how to make informed healthy lifestyle choices

I can recognise the need to ask appropriate questions to find answers

I understand that good online research involves processing the information (rather than copying) and interpreting it for others

I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website

I recognise issues of copyright and the importance of acknowledging sources

I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness

I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school, including the distribution of images of myself and others

I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users

I can evaluate my own use of web-publishing tools and how I present myself on-line

Year 6

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I can name and explain the human reproductive organs in males and females

I know the ways in which boys and girls grow and develop in puberty to prepare the body for reproduction and that this can happen at different times

I know the age at which a person in the UK is able to consent to sexual activity and I understand what *consent* is

I know some facts about human reproduction including conception, pregnancy and birth and that contraception can be prevented by the use of contraception (condoms)

I understand that there are lots of things to consider before having a baby

I know how to keep my body healthy and clean during puberty

I recognise that as I approach puberty how peoples' emotions change at that time and how to deal with my feelings towards myself, others and my family in a positive way

I know some of the reasons why adults choose to have sex in a relationship and that this can be influenced by cultural and religious views

I know that female genital mutilation is a crime and how to get support if I have fears about myself and others

I am able to recognise and challenge stereotypes

I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to this and ask for help

I know some of the ways that people show they love and care for each other in a relationship

I understand that there are different types of adult relationship and can explain the qualities of a positive relationship

I have thought about when it is appropriate to share personal information in a relationship

I know families are important for having babies and bringing them up

I understand that abuse in relationships is against the law and know where people can go for help in this situation

I know that civil relationships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.

I know that there are some cultural practices which are against the law and universal rights e.g honour based violence, forced marriages, human trafficking etc.

I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing.

I know basic emergency aid procedures (IMPS)

I know that pressure to behave in an unacceptable or risky way (social media, relationships) can come from a variety of sources, including people I know

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I understand the influence of the media in relation to alcohol and drugs and know where to access reliable sources of information and support around substances (FRANK)

I understand the basic law in relation to substances

I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders etc...

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website

I understand the issues of plagiarism, copyright and data protection in relation to my work

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school

I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online (CEOP Resources, Sexting, Internet Footprint and Traceability)

I understand the importance of protecting personal information, including passwords, addresses and images