



# Margaret Roper Catholic Primary School

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## Education in Human Love Relationship and Sex Education Policy

This policy is to be read in conjunction with the following policies: PSHE, Teaching & Learning, RE & SEND

<b>Scope:</b>	<b>EYFS, KS1, KS2</b>
<b>Approved:</b>	<b>March 2021</b>
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Chair of Governors.....

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## MISSION

Margaret Roper Primary School is where kindness and friendship are shown in every way. We are a Catholic school and believe and follow Jesus Christ in whatever we do. We provide a happy, stimulating environment where: caring, learning and achieving together, each child can fully realise their potential, learn to value themselves and make their way in society as faithful children of God. We encourage awareness of our multi-racial society and promote positive relationships, harmony and understanding amongst all peoples.

In this policy, the governors and teachers, in partnership with pupils and their parents, set out their rationale for and approach to relationships and sex education in our school.

This policy has been developed following the guidance given by the Archdiocese of Southwark and the Catholic Education Service.

### 1. Introduction

“The Second Vatican Council spoke of the need for “a positive and prudent sex education” to be imparted to children and adolescents “as they grow older,” with “due weight being given to the advances in the psychological, pedagogical and didactic sciences”. ... It can only be seen within the broader framework of an education for love, for mutual self-giving.”<sup>1</sup>

In our school any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God’s love for mankind. As the term ‘Relationship and Sex Education’ indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

Within the Catholic Church, marriage is believed to be the fundamental bond on which family life is based. It is a mutual commitment of total fidelity which is open to the gift of life. The Church’s sacramental understanding of marriage explains how we can meet Christ through the adventure of learning to love one another. Pope Francis tells us that “Christian marriage is a sign of how much Christ loved his Church in the covenant sealed on the cross, yet it also makes that love present in the communion of spouses”<sup>2</sup>. He then explains that “the sacrament of marriage flows from the incarnation and the paschal mystery, whereby God showed the fullness of his love for humanity by becoming one with us”<sup>3</sup>.

### 2. Defining Relationships and Sex Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”<sup>4</sup>. It is

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<sup>1</sup> Liberia Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19 March 2016) paragraph 280

<sup>2</sup> Liberia Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19 March 2016) paragraph 73

<sup>3</sup> Liberia Editrice Vatican, *Amoris Laetitia: The Joy of Love* (19 March 2016) paragraph 74

<sup>4</sup> Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*

about the development of the pupil's knowledge and understanding of her or himself as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."<sup>5</sup> This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

### 3. Legal requirements

As of September 2020, it is expected that all schools in England will meet the statutory requirements for RSE as set-out by the Department for Education (DfE)<sup>6</sup>

- All maintained primary and secondary schools must teach the Sex Education and Health Education elements of the National Curriculum Science Order, which can be seen here: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>
- In all primary schools, Relationships Education is now compulsory. There are also statutory elements for Relationships Education within the Early Years Foundation Stage. Sex Education is not compulsory in primary schools but is recommended to be taught.
- All schools must have an up-to-date RSE policy which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website;
- Parents' right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE (but not from the content of the National Curriculum Science Order) is preserved within the guidance.

However, our reasons for teaching RSE go further.

### 4. Rationale

*"I have come that you might have life and have it to the full" (John 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.

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<sup>5</sup> *Ibid*, Page 19

<sup>6</sup> Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.* paragraph 45, (2019)

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **5. 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.

## **6. Aims of Relationships and Sex Education at Margaret Roper School**

At Margaret Roper School we are committed 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, our School Aims state that we strive to develop each child's knowledge, skills and understanding in order that they value themselves and promote positive relationships, harmony and understanding amongst all peoples.

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>7</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

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<sup>7</sup> *Gravissimum Educationis* 1

- 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

Pupil's learning will be assessed through formative assessment including; questions, discussions, observations, written work and assignments.

## **7. Broad Content, Programme and Resources**

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

At Margaret Roper School we will follow a developmental programme for children in primary years entitled *Life to the Full*. Most teaching will be whole class but some lessons, for example

those on puberty, will be taught to boys and girls separately. Children with Special Educational Needs and disabilities (SEND) will have support in varying ways depending upon their individual needs.

*Life to the Full* is a fully-resourced, media-rich programme for Catholic primary schools which embraces and fulfils the new statutory curriculum. It is built on *A Model RSE Curriculum for Catholic Primary Schools*, from the Catholic Education Service (CES) see **Appendix 1**.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created, chosen and loved by God. The programme is fully inclusive of all pupils and their families. See **Appendix 2** for more information.

### **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.

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

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

### **External Visitors**

Our school will sometimes call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. Visitors may need guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. The Education Commission of Southwark diocese has provided guidance on working with external visitors<sup>8</sup> this

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<sup>8</sup> Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese, Southwark Education Commission, September 2015

is available at [www.rcaoseducation.org.uk](http://www.rcaoseducation.org.uk) and should be consulted before inviting external agencies or visitors into the school.

## **8. Roles and Responsibilities**

### **8.1 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 co-operates in sex education, by entering into the same spirit that animates the parents."*<sup>9</sup>

The Church recognises that parents (and other carers who stand in their place) 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 are a principal means by which the Church assists parents and carers in educating their children. Therefore, Margaret Roper School will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme.

Parents do not have the right to withdraw their children from Relationships Education. However, they have the right to request that their child be withdrawn from any sex education delivered, except for those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will support these parents by providing material for them to help their children with their learning.

We believe that the controlled environment of the classroom is a safe place for this curriculum to be followed. Please refer to the *DfE guidance*<sup>6</sup> Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

### **8.2 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). 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, the RSE curriculum and all resources are informed by and in harmony with the teachings of the Catholic Church. They must

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<sup>9</sup> Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*, paragraph 43, (1995)

ensure that RSE provision complies with Diocesan policy, directives, and guidance regarding RSE.

### **8.3 HEADTEACHER**

Responsibility for the implementation of the RSE policy is delegated to the Headteacher. It is the task of the Headteacher to integrate RSE into the school's curriculum.

### **8.4 RSE SUBJECT LEADER**

The Subject Leader, with the head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. The Subject Leader for RSHE is Miss Emma Holloway.

### **8.5 TEACHERS AND OTHER STAFF**

Relationships and Sex Education is a whole-school task. All staff have a responsibility of care and the safeguarding of pupils and all 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. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school and appropriate training will be made available. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **9. MONITORING AND EVALUATION**

The RSE Subject Leader and Head Teacher will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated mainly through discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## APPENDIX 1:

### A Model RSE Curriculum for Catholic Primary Schools

Catholic Education Service, revised 2019

#### Theme 1: Created and Loved by God

	EYFS & KS1	KS2
<b>Education in virtue</b>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>1.1.1.1. Respectful of their own bodies and character</li> <li>1.1.1.2. Appreciative for blessings</li> <li>1.1.1.3. Grateful to others and to God</li> <li>1.1.1.4. Patient when they do not always get what they want</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>2.1.1.1. Respectful of their own bodies, character and giftedness</li> <li>2.1.1.2. Appreciative for blessings</li> <li>2.1.1.3. Grateful to others and to God</li> <li>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>2.1.1.5. Discerning in their decision making</li> <li>2.1.1.6. Determined and resilient in the face of difficulty</li> <li>2.1.1.7. Courageous in the face of new situations and in facing their fears</li> </ul>
<b>Religious understanding of the human person: loving myself</b>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>1.1.2.1. We are made by God and are special</li> <li>1.1.2.2. We are all God's children</li> <li>1.1.2.3. Ways of expressing gratitude to God</li> <li>1.1.2.4. About the sacrament of Baptism</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>2.1.2.1. We are special people made in the image and likeness of God</li> <li>2.1.2.2. We are children of God with an innate dignity</li> <li>2.1.2.3. God has created us for a purpose (vocation)</li> <li>2.1.2.4. Life is precious and their body is God's gift to them</li> <li>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</li> <li>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</li> </ul>
<b>Me, my body and my health</b>	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <ul style="list-style-type: none"> <li>1.1.3.1. We are all unique individuals</li> <li>1.1.3.2. We all have individual gifts, talents and abilities</li> </ul> <p><b>My body</b></p> <ul style="list-style-type: none"> <li>1.1.3.3. The names of the external parts of the body</li> <li>1.1.3.4. The similarities and differences between girls and boys</li> </ul> <p><b>My Health</b></p> <ul style="list-style-type: none"> <li>1.1.3.5. How to maintain personal hygiene</li> <li>1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <ul style="list-style-type: none"> <li>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</li> <li>2.1.3.2. Strategies to develop self-confidence and self-esteem</li> <li>2.1.3.3. Each person has a purpose in the world</li> <li>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</li> </ul> <p><b>My body</b></p> <ul style="list-style-type: none"> <li>2.1.3.5. Their body will change and develop as they grow</li> <li>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</li> <li>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</li> </ul> <p><b>My health</b></p> <ul style="list-style-type: none"> <li>2.1.3.8. How to make informed choices that have an impact on their health</li> </ul>

**Theme 1: Created and Loved by God (cont)**

	<b>EYFS &amp; KS1</b>	<b>KS2</b>
<b>Emotional well-being and attitudes</b>	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></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><b>Attitudes</b></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><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>2.1.4.1. Their emotions may change as they approach and 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><b>Attitudes</b></p> <p>2.1.4.5. That some behaviour 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>
<b>Life cycles and fertility</b>	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></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, older age)</p> <p><b>Fertility</b></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>

**Theme 2: Created to love others**

	<b>EYFS &amp; KS1</b>	<b>KS2</b>
<b>Education in virtue</b>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, “please” and “thank you” 1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity</p>
<b>Religious understanding of human relationships: loving others</b>	<p><b>Pupils should be taught:</b></p> <p>1.2.2.1. We are part of God’s family</p> <p>1.2.2.2. All families are important</p> <p>1.2.2.3. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.4. Jesus cared for others</p> <p>1.2.2.5. That we should love other people in the same way Jesus loves us</p>	<p><b>Pupils should be taught:</b></p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</p> <p>2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.4. The sacrament of marriage involves commitment and selfgiving. It is a formal, lifelong commitment</p>

## Theme 2: Created to love others (cont)

<p><b>Personal Relationships</b></p>	<p><b>Pupils should be taught:</b></p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. Families should be a place of love, security and stability.</p> <p>1.2.3.5. The importance of spending time with your family</p> <p>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</p> <p>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</p>	<p><b>Pupils should be taught:</b></p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. Marriage represents a formal and legally recognised commitment</p> <p>2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</p> <p>2.2.3.5. The characteristics of a healthy family life.</p> <p>2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised</p> <p>2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p>
<p><b>Keeping safe and people who can help me</b></p>	<p><b>Pupils should be taught: Keeping safe</b></p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p><b>People who can help me</b></p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p><b>People who can help me</b></p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>

## **APPENDIX 2:**

### ***Life to the Full***

#### **A programme for Relationships, Sex and Health Education for Catholic Primary Schools**

##### **Overview**

*Life to the Full* is a new, web-based programme for Catholic primary schools which embraces and fulfils the statutory curriculum for RSE which all schools must follow from 2020/21. It has the endorsement of our diocese: “The resources are excellently produced and cover the expectations of the new framework which will be in place from September 2020.” Sharon Docherty, Deputy Director of Religious Education, Archdiocese of Southwark

The scheme is “media rich” and includes many engaging videos. The structure is spiral: themes and topics are revisited at each Key Stage in an age-appropriate way, building on prior learning and gradually expanding and deepening pupils’ knowledge, experience, and attributes. Every lesson is grounded in Catholic faith and values – linking these to a wide range of practical life situations.

##### **Content**

The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, understanding the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

##### **Structure**

*Life to the Full* is developed through the four different learning stages of EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Within each learning stage, there are three modules, each of which is broken down into Units of Work:

##### **Module 1 - Created and Loved by God** (explores the individual).

The Christian imperative to love self, made in the image and likeness of God; the importance of valuing and understanding oneself as the basis for personal relationships.

##### **Module 2 - Created to Love Others** (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.

##### **Module 3 – Created to Live in the Community local, national & global**

(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.

**Parents** will be issued with a login, which will enable them to view lesson resources and other useful information in the Parents' Portal.