Relationships and Sex Education (RSE) Policy

-Set Sail for Success -

Our Mission Statement

Through nurturing trust and strong relationships, our learning adventure will see each and every one of us thrive in God's love.

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

Consultation about this policy has taken place e.g.

- pupil focus groups / Junior Leadership Team
- questionnaires to parents / carers, summer 2020 online consultation
- review of RSE curriculum content with staff and pupils
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the **summer term 2020.**

This policy will be reviewed **every 2 years** (or earlier if necessary) by the Executive Headteacher, RSE Co-ordinator, the Governing Body and Staff.

This policy was reviewed by Governors on **13th October 2022**

The next review date is **October 2023.**

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's website and school app.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In **primary schools** the focus 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." This would include the topics of families and the people

of who care for me, caring friendships, respectful relationships, online relationships and being safe. *In **Secondary schools** RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."*

STATUTORY CURRICULUM REQUIREMENTS

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

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

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

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

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow

in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

• reverence for the gift of human sexuality and fertility;

• respect for the dignity of every human being – in their own person and in the person of others;

• joy in the goodness of the created world and their own bodily natures;

• responsibility for their own actions and a recognition of the impact of these on others;

• recognising and valuing their own sexual identity and that of others;

• celebrating the gift of life-long, self-giving love;

• recognising the importance of marriage and family life;

• fidelity in relationships.

To develop the following personal and social skills:

• making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;

• loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;

• managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;

• managing conflict positively, recognising the value of difference;

• cultivating humility, mercy and compassion, learning to forgive and be forgiven;

• developing self-esteem and confidence, demonstrating self-respect and empathy for others;

• building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

• being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

• assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

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

• the Church's teaching on marriage and the importance of marriage and family life;

• the centrality and importance of virtue in guiding human living and loving;

• the physical and psychological changes that accompany puberty;

• the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

• how to manage fertility in a way which is compatible with their stage of life, their own values and

commitments, including an understanding of the difference between natural family planning and artificial contraception;

• how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy,

including where to go for advice.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

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

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSE

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

PROGRAMME / RESOURCES

The Appendix to this policy provides further information about the programme and resources for suggested use.

We will deliver this teaching through a programme of study called "Life to the Full". The framework of the programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

"Life to the Full" is taught by revisiting the same topics at an age-appropriate stage through their school life. The children's learning includes:

- personal health
- physical and emotional wellbeing
- strong emotions
- private parts of the body
- personal relationships

- family structures
- trusted adults
- growing bodies (including puberty, periods and life cycles)
- the dangers of social media
- where babies come from
- an understanding of 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. We make sure that this learning is fully inclusive of all pupils and their families, whatever their circumstances or personal life choices.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

PARENTS AND CARERS

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

Parents 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. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet theirchild's needs.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

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

BALANCED CURRICULUM

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

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the RE/RSE, Science and PSHE Leaders. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

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

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

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

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

Head of School

The Head of School takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

The co-ordinator with the head of school 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. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

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

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

CHILDREN'S QUESTIONS

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

Controversial or Sensitive issues

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

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

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

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

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, headteacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The RSE Co-ordinator 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 biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix 1

A model Catholic Primary RSE curriculum

Revised Autumn 2019

Introduction

Any teaching about love and sexual relationships in a Catholic school must be 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. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. 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

Schools must ensure that RSE 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 will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and 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 needs to be reflected 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 should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will 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 can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; 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, schools should ensure 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.

The structure of this model curriculum.

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. 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 should 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 schools should seek to develop in their pupils, through their 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.

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	**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	**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
Religious understanding the human person: lovin myself	**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	**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

	EYFS & KS1	KS2
Me, my body and my healt	**Pupils should be taught:** **Me** 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities **My body** 1.1.3.3. The names of the external parts of the body **1.1.3.4.** The similarities and differences between girls and boys **My Health** 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	**Pupils should be taught:** **Me** 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 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) **My body** 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty **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** 2.1.3.8. How to make informed choices that have an impact on their health
Emotional wellbeing and attitudes	**Pupils should be taught:** **Emotional well-being** 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings **Attitudes** 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	**Pupils should be taught:** **Emotional well-being** 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves **Attitudes** 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky

		2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

	EYFS & KS1	KS2
Life cycles and fertility	**Pupils should be taught:** **Life cycles** 1.1.5.1. That there are life stages from birth to death	**Pupils should be taught:** **Life cycles** 2.1.5.1. How a baby grows and develops in its mother's womb 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) **Fertility** 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

Theme 2: Created to love others

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

Personal Relationships	**Pupils should be taught:** 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	**Pupils should be taught:** 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 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 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

Keeping safe and people who can help	**Pupils should be taught:** **Keeping safe** 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. **People who can help me** 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	**Pupils should be taught:** **Keeping safe** 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships **People who can help me** 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 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard

Theme 3: Created to live in community (local, national and global)

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	**In a Catholic school, pupils are growing to be:** 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

Religious understanding the importance of communities	**Pupils should be taught:** 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	**Pupils should be taught:** 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ
Living in the wider world	**Pupils should be taught:** 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 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	**Pupils should be taught:** 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.) 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 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 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