

ST. ANNE'S CATHOLIC SCHOOL

RHE POLICY

Mission Statement

Each one of us is unique
Each one of us is special
Because we are created by God's love.
May God's love shine on our lives as we
CARE and SHARE and LEARN together.



<u>Date Written</u>	May 2025
<u>Date Agreed</u>	June 2025
<u>Chair of Governors</u>	María Salt
<u>Head Teacher</u>	Daniél Línahan
<u>Date for Review</u>	June 2027

What is RHE?

The Second Vatican Council in its 'Declaration on Christian Education' said: *'Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should be given a positive and prudent education in matters relating to sex ...children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.*

DEFINING RELATIONSHIP AND SEX EDUCATION (RSE)

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. At St Anne's Catholic Primary School, the focus is on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

This includes the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RHE which are statutory parts of the National Curriculum Science. However, the reasons for our inclusion of RHE 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 RHE 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 Holy Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

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

Relationships Education at St Anne's is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life including the responsibilities of parenthood, marriage and stable, loving relationships, respect, love and care. Pupils will be encouraged to consider the importance of dignity, respect for themselves and others, and sensitivity towards the needs and views of others.

It is about the development of the pupil's knowledge and understanding of her/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.

VIRTUES and Catholic Social Teaching Principles

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 RHE 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 RHE is an integral part of this education.

Furthermore, our school aims state that we will endeavour to raise pupil's 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 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 recognising the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

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

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

To know and understand:

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

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances to ensure it is taught in a way that does not subject pupils to discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying) and/or use of prejudice-based language. We will ensure pupils know how to respond and ask for help when faced with any concerns.

EQUAL OPPORTUNITIES AND INCLUSIVITY

The school's RHE programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All RHE will be appropriate to the needs and experiences of each child at Our Lady's, using a sensitive approach, which will recognise individual needs and will take due regard of gender, disability and cultural issues.

BROAD CONTENT OF RHE

Three aspects of RHE - 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 relationship and sex curriculum.

OUR RHE PROGRAMME

At St Anne's, we follow the 'Life to the Full'. This programme follows a three-stage structure which is repeated across three different learning stages

- Key Stage 1 is aimed at Years 1 and 2
- Lower Key Stage 2 is aimed at Years 3 and 4
- Upper Key Stage 2 is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RHE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work:

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

The programme adopts a **spiral curriculum approach** so that as a child goes through the programme, year-after-year, the learning will develop and grow, with each stage building on the last.

Appendix 1 shows a One Page Overview of the Programme

Appendix 2 shows the Life to the Full Overview broken down into each Year Group and term in which it will be taught.

Appendix 3 - Letter to parents informing them of the curriculum content

Running alongside the classroom sessions there are links to prayer, music and assessment activities.

METHODS OF TEACHING

Due to the sensitive nature of RSE and the exploration of emotions, a wide range of teaching strategies will be used, such as:

- Establishing ground rules

- Discussions/ activities with class or small group
- Reflection
- Brainstorming
- Use of relevant books, film and video
- Group Work
- Assemblies
- Professional visitors e.g. school nurse, NSPCC, Life organisation, Loud Mouth

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 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 their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they 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).

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs#:~:text=The%20Department%20for%20Education%20is,schools%20to%20teach%20Health%20Education.>

St Anne's Catholic Primary School does not teach non-statutory sex education. Should parents wish to discuss concerns they are asked to contact the Head Teacher, Mr D Linehan.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHE 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 RHE. We will ensure that pupils have access the learning they need to stay safe, healthy and understand their rights as individuals. This will always be taught within the framework of our Catholic ethos and be compatible with our school's promotion of Catholic teaching.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific RHE programme lays with the class teacher. However, all staff will be involved in developing the attitudes and values aspect of the RHE 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.

KEY DECISIONS

Key Decision #1: Genitalia

Key Decision #2: Puberty

Key Decision #3: Life Cycles

Key Decision #4: Talking About Pornography

Key Decision #5: Talking About Sex

Key Decision #6: Female Genital Mutilation (FGM)

Key Decision #7: Discussing Protected Characteristics concerning sex

Key Decision #7a relates to parts of Appendix 3 only.

External visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. They will ensure that all teaching is rooted in Catholic principles and practice.

3 Protocol for Visitors to Catholic Schools, CES, Feb 2011

OTHER ROLES AND RESPONSIBILITIES REGARDING RHE

Governors

- Draw up the RHE 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;
- Ensure that parents know of their rights to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE.

Head teacher

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

PSHE/RHE/RE Co-ordinators

The co-ordinators with the head teacher have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RHE 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 RHE. All staff will be included in the development of this policy and all staff should be made aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

The RHE policy is to be delivered as part of the PSHE framework. It includes guidance about pupil safety and is compatible with the school's other policy documents e.g. Behaviour policy, Safeguarding policy.

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriate 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.

CHILDREN'S QUESTIONS

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. All staff should use the question box approach and can then discuss the question with a senior member of staff and/ or parent, who may wish to discuss the question with their child themselves.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Effective RHE 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 or 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 RHE 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 Safeguarding policy, however, pupils will be informed that 100% confidentiality cannot be assured, 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, head teacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RE Subject Leader & PSHE Subject Leaders will monitor the provision of the programme by examining plans, schemes of work and samples of pupils work throughout the course of the year. Teachers, the RE and PSHE Subject Leader and the Head Teacher will undertake the informal evaluation of the programme. Governors will consider all such evaluations and suggestions before amending the policy.

The policy will be reviewed biannually, unless a more immediate response is needed to new legislation or guidance. Governors remain ultimately responsible for the policy.

Convention on the Rights of the Child

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

This policy was reviewed and agreed by SLT in May 2025

Adopted by Governors' June 2025

And Affirmed by the Full Governing Body at their meeting on: June 2025

Review date: Biannually

APPENDIX 1: One Page Overview

CORE THEME	Created and Loved by God					Created to Love Others			Created to Live in Community	
	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World	
KEY STAGE ONE	Story Sessions: Handmade With Love (Kester's Adventures)	Session 1: I Am Unique (Ite)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In	
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 2: Treat Others Well	Session 2: Good Secrets & Bad Secrets	Session 2: Who is My Neighbour?		
		Session 3: Clean & Healthy (My Health)	Session 3: Super Subs Gets Angry			Session 3: ...and Say Sorry	Session 3: Physical Contact			
LOWER KEY STAGE TWO	Story Sessions: Designed for a Purpose (Kester's Adventures)	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others?	
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?			Session 2: When Things Feel Bad	Session 2: Chating Online	Session 2: What is the Church?		
		Session 3 (Yr4+): What is Puberty?	Session 3: I Am Thankful			Session 3: When Things Change	Session 3: Physical Contact			
	Session 1: Sacraments	Session 4 (Yr4+): Changing Bodies	Session 4: I Am Thankful	Session 1: Making Babies (P1)	Session 1: Is God Calling You?	Session 1: Under Pressure	Session 1: Sharing Online	Session 1: Trinity House	Session 1: Reaching Out	
		Session 5 (Yr4+): Discussion	Session 5: I Am Thankful			Session 2: Making Babies (P2)	Session 2: Do You Want a Piece of Cake?	Session 2: Catholic Social Teaching		
UPPER KEY STAGE TWO	Story Sessions: Made to Grow (Kester's Adventures)	Session 1: Gifts and Talents	Session 1: Body Image	Session 3: Menstruation	Session 1: Making Babies (P2)	Session 3: Self-Talk	Session 3: Physical Contact	Session 1: Reaching Out		
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings	Session 4: Seeing Stuff Online		Session 2: When Things Feel Bad	Session 2: Chating Online			
		Session 3: Boys' Bodies	Session 3: Emotional Changes	Session 4: Seeing Stuff Online		Session 3: When Things Change	Session 3: Physical Contact			
		Session 4: Soda and Sleep	Session 4: Seeing Stuff Online	Session 4: Seeing Stuff Online		Session 4: When Things Change	Session 4: Physical Contact			

Appendix 2

LIFE TO THE FULL OVERVIEW

New content in blue

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!			Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		
							Session 4 People Who Help Us			

Key Stage 1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	Session 1 I am Unique	Session 1 Feelings, Likes and Dislikes	Session 1 The Cycle of Life	Session 1 God Loves You	Session 1 Special People	Session 1 Real Life Online	Session 1 Good and Bad Secrets	Session 1 Three In One	Session 1 The Communities We Live In
		Session 2 Girls and Boys	Session 2 Feeling Inside Out	Session 2: Beginnings and Endings		Session 2 Treat Others Well...	Session 2 Rules To Help Us	Session 2 Physical Contact	Session 2 Who is My Neighbour?	
		Session 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry			Session 3 ...and Say Sorry		Session 3 Harmful Substances		
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		
Lower Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Get Up!	Session 1 We Don't Have to Be the Same	Session 1 What Am I Feeling?	Session 1 Life Cycles	Story Sessions Jesus, My Friend	Session 1 Friends, Family and Others...	Session 1 Sharing Online	Session 1 Safe in My Body	Session 1 A Community of Love	Session 1 How Do I Love Others?
	Session 2 The Sacraments	Session 2 Respecting Our Bodies	Session 2 What Am I Looking at?	Session 2 A Time for Everything		Session 2 When Things Feel Bad	Session 2 Chatting Online	Session 2 Drugs, Alcohol and Tobacco	Session 2 What is the Church?	
		Session 3 What is Puberty?	Session 3 I am Thankful					Session 3 First Aid Heroes		
		Session 4 Changing Bodies								
		Session 5 Male/Female Discussion Groups (optional)								
Upper Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse	Session 1 The Holy Trinity	Session 1 Reaching Out
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying	Session 2 Impacted Lifestyles	Session 2 Catholic Social Teaching	
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		
	Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up		Session 4 Giving Assistance			

Early Years

Nursery	Module and Unit	Session Title	Session Length
Week			
Autumn Two	EYFS, Module 1, Unit 1	Story Sessions: Handmade with Love	5 x 15 minute sessions over 5 days
Spring One	EYFS, Module 2, Unit 1	Session 1: Role Model	2 x 15 minute sessions
Spring One	EYFS, Module 2, Unit 2	Session 1: Who's Who?	15 minutes
		Session 2: You've got a friend in me	15 minutes
		Session 3: Forever Friends	15 minutes
Spring Two	EYFS, Module 2, Unit 3	Session 1: Safe inside and out	15 minutes
		Session 2: My body, my rules	15 minutes
		Session 3: Feeling Poorly	15 minutes
		Session 4: People who help us	15 minutes
Summer One/Two	EYFS, Module 3, Unit 1	Session 1: God is love	15 minutes
		Session 2: Loving God, Loving Others	15 minutes
	EYFS Module 3, Unit 2	Session 1: Me, You, Us	15 minutes

Reception	Module and Unit	Session Title	Session Length
Week			
Autumn Two	EYFS, Module 1, Unit 1	Story Sessions: Handmade with Love	5 x 15 minute sessions over 5 days
Spring One	EYFS, Module 1, Unit 2	Session 1: I am me	15 minutes
		Session 2: Heads, shoulders, knees and toes	15 minutes
		Session 3: Ready Teddy?	15 minutes
Spring Two	EYFS, Module 1, Unit 3	Session 1: I like, you like, we all like!	15 minutes
		Session 2: Good feelings, bad feelings	15 minutes
		Session 3: Let's get real	15 minutes
Summer One	EYFS, Module 1, Unit 4	Session 1: Growing up	15 minutes
Summer One/Two	EYFS, Module 3, Unit 2	Session 1: God is love	15 minutes
		Session 2: Loving God, Loving others	15 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	15 minutes

Key Stage One

Year 1	Module and Unit	Session Title	Session Length
Week			
Autumn Two	KS1, Module 1, Unit 1	Story Sessions: Let the children come	5 x 10 minute sessions over 5 days
	KS1, Module 2, Unit 1	Session 1: God loves you	40 minutes
Spring One	KS1, Module 2, Unit 2	Session 1: Special People	30 minutes
		Session 2: Treat others well	35 minutes
		Session 3: ...and sorry	30 minutes
Spring Two	KS1, Module 2, Unit 3	Session 1: Being Safe	35 minutes
		Session 2: Good secrets and bad secrets	35 minutes
		Session 3: Physical Contact	45 minutes (or 2x25 minutes)
		Session 4: Harmful Substances	30 minutes
		Session 5: Can you help me?	40 minutes (can be split into two sessions)
Summer One/Two	KS1, Module 3, Unit 1	Session 1: Three in one	25 minutes
		Session 2: Who is my neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The communities we live in	35 minutes

Lower Key Stage 2

Year 3	Module and Unit	Session Title	Session Length
Week			
Autumn Two	LKS2, Module 1, Unit 1	Story Sessions: Get up!	5 x 15 minute sessions over 5 days
		Session 2: The sacraments	45 minutes
Spring One	LKS2, Module 2, Unit 1	Story Sessions: Jesus, my friend	5 x 15 minute sessions over 5 days
		Session 1: Family, friends and others	45 minutes
Spring Two	LKS2, Module 2, Unit 2	Session 2: When things feel bad	45 minutes
		Session 1: Sharing Online	45 minutes
Summer One/Two	LKS2, Module 2, Unit 3	Session 2: Chatting Online	45 minutes
		Session 3: Safe in my body	45 minutes
Summer One/Two	LKS2, Module 2, Unit 3	Session 4: Drugs, alcohol and tobacco	45 minutes
		Session 5: First Aid Heroes	45 minutes
Summer One/Two	LKS2, Module 3, Unit 1	Session 1: A community of love	30 minutes
		Session 2: What is the church?	45 minutes
Summer One/Two	LKS2, Module 3, Unit 2	Session 1: How do I love others?	50 minutes
Autumn Two	KS1, Module 1, Unit 1	Story Sessions: Let the children come	5 x 10 minute sessions over 5 days
Spring One	KS1, Module 1, Unit 2	Session 1: I am unique	30 minutes
		Session 3 & 4: Clean and Healthy	40 minutes (two sessions)
Spring Two	KS1, Module 1, Unit 3	Session 1: Feelings, likes and dislikes	40 minutes
		Session 2: Feelings Inside Out	30 minutes
		Session 3: Super Susie gets angry	40 minutes
Summer One	KS1, Module 1, Unit 4	Session 1: The cycle of life	30 minutes
Summer One /Two	KS1, Module 3, Unit 1	Session 1: Three in one	25 minutes
		Session 2: Who is my neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The communities we live in	35 minutes
		KS1, Module 1, Unit 2	Session 2: Girls and Boys <i>(Next year this will take place in the spring one term)</i>

Upper Key Stage 2

Year 5 Week	Module and Unit	Session Title	Session Length	
Autumn One	UKS2, Module 1, Unit 1	Story Sessions: Calming the storm	5 x 15 minute sessions over 5 days	
	UKS2, Module 2, Unit 1	Session 1: Is God calling you?	45-60 minutes	
Spring One	UKS2, Module 2, Unit 2	Session 1: Under Pressure	45- 60 minutes	
		Session 2: Do you want a piece of cake?	45- 60 minutes	
		Session 3: Self-Talk	45- 60 minutes	
Spring Two	UKS2, Module 2, Unit 3 Types of abuse – teach in summer term	Session 1: Sharing isn't always caring	45- 60 minutes	
		Session 2: Cyber Bullying	45- 60 minutes	
		Session 3: Types of abuse	45- 60 minutes	
		Session 4: Impacted Lifestyle	45- 60 minutes	
Summer Term	UKS2, Module 2, Unit 3	Session 5: Making good choices	45- 60 minutes	
		Session 6: Giving Assistance	45- 60 minutes	
	LKS2, Module 1, Unit 2	Session 1: What is Puberty?	45 minutes	
		Session 2: Changing Bodies	45 minutes	
Summer Term	UKS2 Module 3, Unit 1	Session 1: The Trinity	45- 60 minutes	
		Session 2: Catholic Social Teaching	45- 60 minutes	
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45- 60 minutes	
	UKS2 Module 1, Unit 4	Session 3: Menstruation		45- 60 minutes
				45- 60 minutes
		be the same		
		Session 2: Respecting our bodies	45 minutes	
Spring Two	LKS2, Module 1, Unit 3	Session 1: What am I feeling?	45 minutes	
		Session 2: What am I looking at?	45 minutes	
		Session 3: I am thankful	45 minutes	
Summer One	LKS2, Module 1, Unit 4	Session 1: Life Cycles	45 minutes	
Summer One/Two	LKS2 Module 3, Unit 1	Session 1: A community of love	30 minutes	
		Session 2: What is the Church	45 minutes	
	LKS2 Module 3, Unit 2	Session 1: How do I love others?	50 minutes	

APPENDIX 3

Letters to parents

Dear Parents/Carers,

The Relationships Education, RHE, and Health Education (England) Regulations 2019 made Relationships Education compulsory in all primary schools from **September 2021**, **a delay in timeline due to Covid**. Sex education is not compulsory in primary schools.

The content set out in our programme covers everything that we should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Our resources are **LIFE TO THE FULL by TenTen**, which has been approved by our diocese.

TenTen is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work.

Furthermore, TenTen have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the new statutory curriculum. Therefore, we are confident that this programme is a very good fit for our school.

Year 6	Module and Unit	Session Title	Session Length
Week			
Autumn One	UKS2, Module 1, Unit 1	Story Sessions: Calming the storm	5 x 15 minute sessions over 5 days
Spring One and Spring Two	UKS2, Module 1, Unit 2	Session 1: Gifts and Talents	45- 60 minutes
		Session 2: Girls' Bodies	45- 60 minutes
		Session 3: Boys' Bodies	45- 60 minutes
		Session 4: Spots and Sleep	45- 60 minutes
	UKS2, Module 1, Unit 3 Session Two onwards – Spring Two	Session 1: Body Image	45- 60 minutes
		Session 2: Funny Feelings	45- 60 minutes
Summer	UKS2, Module 2, Unit 3 Session Two onwards – Spring Two	Session 3: Emotional Changes	45- 60 minutes
		Session 4: Seeing Stuff Online	45- 60 minutes
	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part One)	45- 60 minutes
		Session 3: Menstruation	45- 60 minutes
	LKS2, Module 1, Unit 2	Session 1: What is Puberty?	45 minutes
		Session 2: Changing Bodies	45 minutes
	UKS2 Module 3, Unit 1	Session 1: The Trinity	45- 60 minutes
		Session 2: Catholic Social Teaching	45- 60 minutes
LKS2 Module 3, Unit 2	Session 1: Reaching Out	45- 60 minutes	

Through their programme, TenTen understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

KEY PRINCIPLES AND DECISIONS

- In line with E Safety, including keeping children safe online, we will teach the children about inappropriate images on line. In year 6, some sessions address the risks that children face from seeing inappropriate images and videos online. This is very much a lesson about 'internet safety' and therefore falls under the statutory Health Education curriculum. If the topic of pornographic material was raised by any child this would be dealt with in an appropriate way on an individual basis in consultation with the family.
- We explained in the Autumn term the significant importance of using appropriate terminology and vocabulary linked to genitalia with children for safeguarding reasons from an early age. Moving forward, from the Spring term of Year 2 we will begin to explore the appropriate terminology for genitalia and our policy will share more information with you. Furthermore, when we have our Year 2 workshop with families in the Autumn term we will explain this in more detail and share with you the vocabulary that is used so that you are fully informed with all the relevant information.
- Puberty will be taught to children in Year 5 and 6. However for some groups of children/individuals if there is a requirement we may also look at this in the latter part of the summer term in Year 4 as we are fully aware that children develop at different stages especially girls. As required some sessions may be taught separately for boys and girls in Year 5 and Year 6.
- In the resource Life to the Full (once the children move into Year 6) there is a specific unit linked to "making babies". It is in 2 parts. As a school, we have chosen to teach the children **part one only not part 2 which is about Talking about Sex**. Teaching about sexual intercourse is **not** part of the statutory curriculum.
- Sex Education is for families to discuss with their own child when they feel it is the appropriate time for their child at home.

This is also in keeping with our mission statement "Each one of us is unique, each one of us is special". Children develop and mature at different stages so families can decide when the time is best. We will also discuss this in more detail when we have the Year 6 parent workshop in the Autumn term. As we will not be teaching Part 2 in school there will not be a need for parents to opt -out of this teaching.

- The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- The school incorporate PSHE into the curriculum, placing a great deal of importance on the children's emotional health and well-being and the part they can play in the sustainability agenda.

We use the Jigsaw PSHE strategy, which is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. The children are very familiar with Jigsaw resources as part of our Personal, Social, Emotional and Health curriculum as we have been using this resource in school for many years. The TenTen resources fully complement our existing PSHE programme. Moving forward the two units in Jigsaws linked to Relationships will be replaced with the Life to the Full resources.

PARENT/CARER RESOURCES

We have included once again the TenTen **Online Parent Portal**, which will be a tool we can use throughout the year to keep you informed and updated about the work we are doing in school.

By logging on you will be able to familiarise yourself with the resources that children will also access at school.

- You will need the following login credentials for our school:

Username	st-annes-b37
Password	water-bridge
Parent Portal	https://www.tentenresources.co.uk/parent-portal/
Parent Consultation Tool	https://www.tentenresources.co.uk/parent-consultation-tool-primary/

Kindly take the time to familiarise yourself with the resources so you are up to date with what your child will be taught in school.

Frequently Asked Questions

We understand that children, families and the staff leading these sessions may come from a wide variety of backgrounds and belief structures, so **our programme is sensitive to their needs, and fully inclusive of all.**

In addition, we hope you will agree that the curriculum content of 'Life to the Full' and all of the values and virtues developed within it are incredibly valuable and worthwhile regardless of faith status.

FAQ: What if my child comes home and asks difficult questions that I don't know how to answer?

As a parent, you already have all the skills at your disposal to respond to curve-ball questions! However, when the subject content is sensitive it can feel more difficult, or even at times uncomfortable. Of course, our job is not to tell you how to parent your child, but here are some pointers that other parents have found helpful:

- **Be honest.** Information based on an untruth can lead to confusion and a sense of embarrassment when children realise they haven't been told the truth.
- **Never feel pressured to answer something immediately.** You can always say, "Let me come back to you on that" and check in with your partner, or another parent or friend for advice.
- **"You'll learn about that when you're a bit older" can be an acceptable response.** Children will know there is more to learn, just as they know there is more to learn about Maths beyond Year 1. Most children are happy with a response which acknowledges there is more to learn, but that they will learn about it at a later date.
- **Never shame or embarrass children for the questions they ask.** Most often, children are genuinely curious about topics such as puberty, and the chance to air their queries and exploratory thoughts should be pressure and judgment-free. Shame and embarrassment has too often been associated with education around sex and relationships - you might even have experienced this yourself - and this is the opposite of what we are trying to achieve through 'Life to the Full'.

Our aim through this programme is to build children up as they discover the people they were called by God to be.

FAQ: Is my child going to learn about sex?

It is not mandatory that primary schools teach about sexual intimacy. At St. Anne's we recognise that this is the role for the family to discuss at home with your child. This is so important because all children mature and develop at different stages. We have included the Life to the Full resources (web based) to support you with this.

FAQ: Can I withdraw my child from the lessons?

In primary schools, the new statutory curriculum is called: 'Relationships and Health Education.' Parents do not have the right to remove their children from Relationships

Education or Health Education lessons. Likewise all children follow the National Curriculum for Science.

Parents retain the right to withdraw children from 'Sex Education' lessons in primary schools. However, this is not relevant to St. Anne's because we have opted for this aspect of learning to be taught at home.

FAQ: How can I best support my child throughout this programme?

The best way to support your child's learning is through using the [Online Parent Portal](#).

This will advise you on the content they have been studying in school so that you can continue conversations at home. It also suggests home learning activities to help you bring these topics up in specific ways.

Another fantastic way that you can support your child is through prayer. We have provided details in the Online Parent Portal of Unit Prayers that children will be using in school. You can integrate these into your home prayer life to help reinforce the common messages and values of each Unit.

FAQ: Is the programme inclusive?

Life to the Full is inclusive of all children, families and teaching staff;

The programme acknowledges that families are made up differently including single-parent families, blended families, step-parents, carers, etc and it celebrates the family unit in whatever form it takes.

We will ensure RSHE 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, teasing, bullying and aggressive behaviour (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

The school's Relationships and Health programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All RSHE will be appropriate to the needs and experiences of each child at St Anne's using a sensitive approach, which will recognise individual needs and will take due regard of gender, disability and cultural issues. "Each one of us is unique, each one of us is special."

CONTENT OF PROGRAMME

BROAD CONTENT OF RSHE

Three aspects of RSHE - 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 relationship and sex curriculum.

OUR PROGRAMME

At St. Anne's we will be following 'Life to the Full'. This programme follows a three-stage structure which is repeated across three different learning stages

- Early Years is aimed at Nursery and Reception
- Key Stage 1 is aimed at Years 1 and 2
- Lower Key Stage 2 is aimed at Years 3 and 4
- Upper Key Stage 2 is aimed at Years 5 and 6

Within each learning stage, there are three modules:

- Created and Loved By God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work:

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

The programme adopts a spiral curriculum approach so that as a child goes through the programme, year after-year, the learning will develop and grow, with each stage building on the last.

Running alongside the classroom sessions there are links to prayer, music and assessment activities.

Programme Structure

In *Life to the Full* there are three modules

- Created and Loved by God
- Created to Love Others
 - Created to Live in Community

Each Module is then broken down into Units of Work.

Module One: Created and Loved by God

Module One: *Created and Loved by God* explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In these sessions, we explore:

Foundation - Uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. Likes, dislikes and self-acceptance. Actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness. The natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older.

Key Stage One - that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two - understanding differences, respecting our bodies, strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two - appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and menstruation.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Foundation - Explores the individual's relationship with others. How we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. Understand why the Bible is so special to Christians. Expand vocabulary by applying names to different family/friend relationships. Resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus - but that Jesus teaches us how to forgive ourselves and others. Learn practical ways to stay safe inside and out, about bodily privacy.

Key Stage One - In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource from the NSPCC which we already deliver each year in school).

Lower Key Stage Two - The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

Upper Key Stage Two - The sessions for UKS2 in the 'Personal Relationships' module, aim to equip children with strategies for more complex experiences of relationships and

conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Home/ School Partnership

Life to the Full is intended to be a partnership between home, school and Church. We know that you already do a fantastic job and we see our new programme, Life to the Full, as a means to further develop, support and enrich the partnership between home, school and Church so that your child is fully supported.

Life to the Full programme delivered by school and home celebrates our Mission Statement so well.

Each one of us is unique

Each one of us is special

Because we are created by God's love

May God's love shine on our lives

As we care, share and learn together

This is additional information from the DFE

Expectations from the Department of Education

The following information is taken from the DFE. We have included it in our guide to families so that you can see how well Life to the Full resources meet the DFE requirements and how our teachings linked to our mission statement "Each one of us is unique, each one of us is special" captures the expectations so well.

The focus in primary school 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 starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to

reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary children should have an understanding of the following:-

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. These questions will be explored on a 1:1 basis with a child with involvement from the parent.

Sex Education (Primary)

The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. **Sex education is not compulsory in primary schools** and the content set out in this guidance therefore focuses on **Relationships Education**.

Primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

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Finally, we realise this is a lot of information to digest. To support you we thoroughly recommend that you revisit the Life to the Full resources. Also if you have any further feedback please do not hesitate to contact your child's year group email.

We are really looking forward to working in partnership with you regarding our Relationships Education Programme.

Yours sincerely

Mr D Linehan.

Appendix Four

JIGSAW PROGRAMME

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE Whole-school approach. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships Sex and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. The two highlighted units will be substituted for the Ten Ten Life to the Full RSHE Catholic Curriculum.

Term Puzzle (Unit) Content

Autumn 1: Being Me in My World

Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2: Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1: Dreams and Goals

Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2: Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

School will utilise Ten Ten Life to the full resources and incorporate Jigsaw as relevant linked to the Relationships and Changing Me units in jigsaw.

Summer 1: Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2: Changing Me

Includes Relationships and Sex Education in the context of coping positively with change