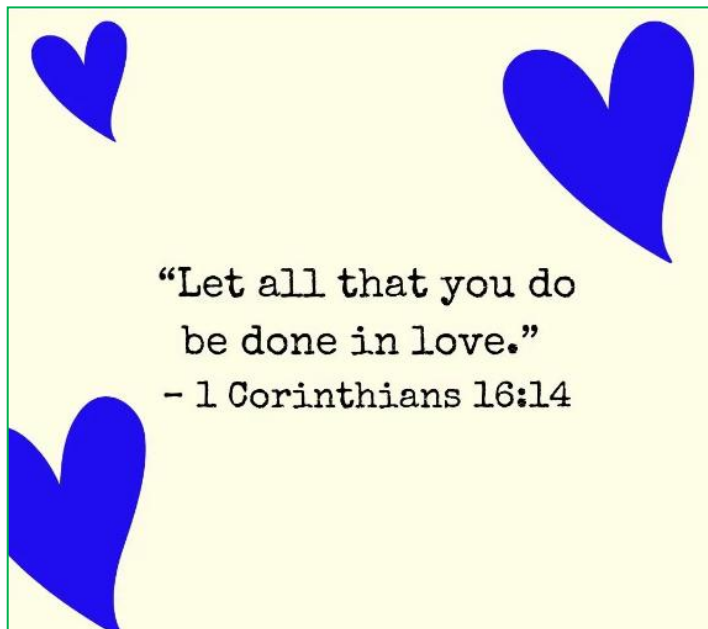




# Relationships Education, Sex Education and Health Education (RSHE) Policy



Developed by: L. Gibson  
Last reviewed: Summer 2025  
Date for review: Summer 2026

Signed *D. Golding* Chair of Governors

Date: 16.10.2025

## **Our Mission Statement**

### **“Journeying to Excellence through Faith and Learning”**

Alice Ingham is proud to be a Catholic School and to follow the good and kind work of Alice Ingham. We do this through nurturing her beliefs and values through our parish, community and the wider world and by: Journeying to excellence through faith and learning; Following Jesus’ example through prayer and worship; Working hard to achieve and meet life’s challenges; Treating others as we would like to be treated; Taking care of the world God has given us.

Education is about more than academic achievement. Schools seek to prepare our young people for life in the world today. Their health and wellbeing and their relationships with others are vital components for living a fulfilled life and making a positive contribution to society. So, not surprisingly, Relationships Education, Sex Education and Health Education (RSHE) are an essential part of the overall school curriculum and the Government, through its Department for Education, regulates the content of those aspects of the curriculum.

Within the Catholic Church, we have a particular context in which we wish this education to be offered and specific views about certain elements of it. Consequently, on behalf of the Bishops' Conference of England and Wales, the Catholic Education Service (CES) offers advice and a model policy for how this area of the curriculum should be approached in Catholic schools. Our own Diocesan Department for Education has taken both the Government and the CES documents and brought them together into this model policy for use in schools within the Diocese of Salford. This ensures that Catholic teaching is set alongside the secular State requirements and will enable teachers to approach these often sensitive matters with confidence and clarity.

When it comes to Sex Education, parents do have a legal right to withdraw their children (except for those aspects required by the National Curriculum for Science). Hopefully such incidences would be few and far between, since we believe that it is much better for children to be educated about these matters in a safe and structured environment, where the content and message accord with our Catholic values, rather than learning about them from randomly accessed sources.

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## SECTION 1 – INTRODUCTION

### 1. Introduction

1.1 Under the *Relationships Education, RSE, and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

1.2 At Alice Ingham, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE. The Catholic Education Service use the term 'RSE'.

### 2. Rationale<sup>1</sup>

'I have come that you might have life and have it to the full.' (John.10.10)

2.1 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 RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

2.2 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. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

2.3 Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSHE 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.

2.4 All RSHE 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.

2.5 Our RSHE programme enshrines the Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in

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<sup>1</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg2

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

2.6 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 and carers, to provide children and young people with a 'positive and prudent sexual education' (Gravissimum Educationis) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **3. Definitions**

#### **3.1 Relationships Education<sup>2</sup>**

As a Catholic school, we are guided by the DfE and CES. DfE guidance describes Relationship Education:

'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 would include the topics of: families and people who care for me; caring friendships; respectful relationships; online relationships and being safe.'

#### **3.2 Sex education<sup>3</sup>**

Sex Education is not compulsory in primary schools. The national curriculum for science 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. We choose to teach Sex Education at Alice Ingham in order to meet the needs of our pupils. In this we are guided by the Catholic Education Service, using their definition:

'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.'

### **4. Parents And Carers – including the right to be excused from Sex education**

4.1 'The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships'.<sup>4</sup>

'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.'<sup>5</sup>

Therefore, we will work closely with parents/carers when planning and delivering our RSHE programme and we will support parents and carers by sharing and providing materials where necessary.

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<sup>2</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg19

<sup>3</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg1

<sup>4</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg17

<sup>5</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg5

4.2 Parents and carers will be informed by letter when the more sensitive aspects of our RSHE programme will be delivered, in order that they can be prepared to talk and answer questions about their children's learning.

4.3 We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents/carers have the right to withdraw their children from Sex Education except in those elements which are required by the Science National Curriculum. Should they wish to withdraw their children they are asked to notify the school by contacting the Headteacher who will automatically grant the request. If a child is withdrawn, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

4.4 There is no right to withdraw from Relationships Education or Health Education.<sup>6</sup>

## **5. Consultation**

5.1 Parents and carers will be consulted in developing and reviewing our policy and they will be able to view the resources we use.

5.2 We will also consult with teachers and pupils to ensure the policy reflects their views. We feel that listening and responding to the views of young people will strengthen the policy, ensuring that it meets their needs.

5.3 Our aim is that, at the end of the consultation process, stakeholders will have full confidence in our RSHE programmes to meet their child's needs.

5.4 In addition, where appropriate, parents/carers may be consulted before their child's final year of primary school about the detailed content of what will be taught. This will include offering them support in talking to their children about sex education and how to link this with what is being taught in school.

## **6. A balanced curriculum<sup>7</sup>**

6.1 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 RSHE programme that offers a range of viewpoints on issues.

6.2 Pupils will also receive clear scientific information inline with the National Curriculum for Science.

6.3 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.

## **7. Controversial or sensitive issues; managing difficult questions; safeguarding<sup>8</sup>**

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<sup>6</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg18

<sup>7</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs5-6

<sup>8</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs7-8

7.1 There will always be sensitive or controversial issues in the field of RSHE. These may be matters 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.

7.2 At Alice Ingham, we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

7.3 At Alice Ingham, we want to promote a healthy, positive atmosphere in which RSHE can take place. We will 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. We recognise that 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. If this happens, adults will tell the pupil/pupils at the time that they will speak to them after the lesson. A record of the discussion will be made and parents/carers made aware if necessary.

7.4 We recognise that pupils will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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 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 will follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.



## **SECTION 2 – WHAT PUPILS WILL LEARN**

### **8. What pupils will learn - Relationships education<sup>9</sup>**

By the end of primary school pupils should know:

#### **8.1 Families and people who care for me**

- 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
- that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **8.2 Caring friendships**

- 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.

#### **8.3 Respectful relationships**

- 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

\* (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness

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<sup>9</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg20-22

- 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.

#### **8.4 Online relationships**

- 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.

#### **8.5 Being safe**

- 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 e.g. family, school and/or other sources.

### **9. What pupils will learn - Sex education**<sup>10</sup>

DfE guidance '*Relationships and sex education (RSE) and health education*' states 'it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.' It recommends therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In order to do this, we use CES guidance '*A Model Policy For Relationships And Sex Education*'. By the end of key stage 2 we aim:

#### **9.1 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;

<sup>10</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs3-4

- recognising the importance of marriage and family life;
- fidelity in relationships.

## **9.2 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.

## **9.3 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.

## **10. What pupils will learn – Physical health and mental wellbeing<sup>11</sup>**

By the end of primary school pupils should know:

### **10.1 Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

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<sup>11</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs32-35

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **10.2 Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

## **10.3 Healthy eating**

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **10.4 Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **10.5 Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

## **10.6 Basic first aid**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **10.7 Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

## **SECTION 3 – ADDITIONAL INFORMATION**

### **11. How RSHE will be taught**

11.1 RSHE forms one part of the personal development of pupils at Alice Ingham.

11.2 Through teaching RSHE at Alice Ingham, we endeavour to raise pupils' self-esteem, help them grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.<sup>12</sup>

11.3 DfE guidance on RSHE is statutory, but schools are free to determine how to deliver its content. At Alice Ingham, we have chosen to use resources which are within Salford Diocese recommendations. These resources fit into our broad and balanced curriculum. It is a graduated, age-appropriate programme and when using it, we take into account the developmental differences of our children.

11.4 Our Curriculum Map (at the end of this policy) shows our carefully sequenced planned programme of lessons and where each of the DfE's statutory statements are covered.

11.5 Our RSHE programme is delivered to pupils by their class teachers and support staff.

11.6 Aspects of RSHE which pupils should know by the end of primary school may be delivered through other curriculum areas (see overview).

### **12. Pupils with special educational needs and disabilities (SEND)**

12.1 At Alice Ingham, we ensure that Relationships Education, Sex Education and Health Education is accessible for all pupils. High quality teaching, that is differentiated and personalised where necessary, is the starting point to ensure this.

12.2 Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' personal circumstances; for example, their own sexual orientation, faith or culture and we teach our programmes in a way that ensure that pupils are not subject to discrimination.<sup>13</sup>

12.3 Our programmes of study will also be delivered with reference to the law, in particular to the Equality Act (see below, pt 14).

12.4 We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. As such, at Alice Ingham we take into consideration all these factors when designing and teaching these subjects.

12.5 We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when teaching Relationships Education, Sex Education and Health Education.<sup>14</sup>

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<sup>12</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg3

<sup>13</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

<sup>14</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg15

### **13. Transition to KS3<sup>15</sup>**

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. At Alice Ingham our programmes are tailored to the age and the physical and emotional maturity of our pupils. They will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born.

### **14. Equalities Obligations, including LGBT**

14.1 At Alice Ingham, we will not discriminate against pupils in relation to the following as it is unlawful:

- admissions (apart from the exemptions on single sex schools and those with a religious character)
- the provision of education
- access to any benefit, facility or service
- exclusions
- any other detriment

Unlawful discrimination includes:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments
- pregnancy and maternity discrimination<sup>16</sup>

14.2 At Alice Ingham, we ensure that we comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).<sup>17</sup>

#### **14.3 Lesbian, Gay, Bisexual and Transgender (LGBT)<sup>18 19</sup>**

14.3.1 In teaching Relationships Education, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In particular, complying with the provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics – see above (pt. 14.1).

14.3.2 At Alice Ingham, we ensure that all our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBT (see Section 8 – Relationships Education), we ensure that the content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

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<sup>15</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg23

<sup>16</sup> The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 pgs7-9

<sup>17</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg13

<sup>18</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs14-15

<sup>19</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

14.4 We take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic; and we take this into consideration in designing and teaching Relationships Education, Sex Education and Health Education.

14.5 We also consider the makeup of our student body, including the gender and age range, when considering whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

14.6 We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated. Any occurrences are identified and tackled.

14.7 We are particularly aware of current evidence on the preponderance in schools and colleges of sexual violence and sexual harassment between children. We make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with accordingly.

14.8 At Alice Ingham, through our programmes of study, we enable pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use of prejudice-based language and how to respond and ask for help.

## **15. Cross-Curricular Links**

15.1 This policy is delivered as part of our PSHE framework and is compatible with our school's other policy documents including our Behaviour Policy and our Safeguarding Policy.<sup>20</sup>

15.2 It also complements several national curriculum subjects and we look for opportunities to draw links between the subjects and integrate teaching where appropriate. For example:

- 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. We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.
- The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in a competitive sport and activities and lead healthy, active lives.<sup>21</sup>

15.3 We also ensure that our RSHE programmes complement our whole school approaches to wellbeing and health, for example Alice Ingham.

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<sup>20</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg7

<sup>21</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg39



## **16. External visitors**<sup>22</sup>

16.1 Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. These visits will always complement the current programme and never substitute or replace teacher led sessions.

16.2 External visitors will be clear about their role and responsibilities whilst they are in school delivering a session.

16.3 Any visitor delivering aspects of the RSHE curriculum must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools (see appendix).

16.4 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.

## **17. Monitoring and evaluation**<sup>23</sup>

17.1 Our RSHE Leader is Leanne Gibson. They work alongside the senior leadership team to monitor the provision of the various dimensions of the programme. This includes examining plans, schemes of work and samples of pupils work at regular intervals.

17.2 Curricular development is linked to our self evaluation, school improvement planning and performance management cycles.

17.3 The programme is evaluated by means of questionnaires and by discussion with pupils, staff and parents and carers. The results of evaluations are reported to these groups of interested parties and their suggestions are sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## **18. Governance**

18.1 Our link governor for RSHE is David Golding.

18.2 As well as fulfilling their legal obligations, our governing body will also make sure that:

- provision is in accordance with other whole school policies, the ethos of our school and our Christian beliefs<sup>24</sup>
- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn

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<sup>22</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

<sup>23</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg8

<sup>24</sup> CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6



- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.<sup>25</sup>

## **19. Policy Review**

19.1 This policy is available to parents/carers and anyone who asks for it free of charge from our office and is also published on our website.

19.2 This policy will be reviewed annually.

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<sup>25</sup> DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg16



## CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist '**School(s)**' means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.<sup>26</sup>

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

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<sup>26</sup> For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

<b>Name of Speaker</b>		
<b>Question</b>	<b>Answer</b>	<b>Actions needed/Comment</b>
1. Will the Speaker be supervised at all times during their visit?  If not, why not?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
2. Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
3. Has the Speaker understood and confirmed that their communications in the school will: <ul style="list-style-type: none"> <li>• be respectful towards Catholic teachings;</li> <li>• not be prejudicial or detrimental to the Catholic character of the school;</li> <li>• not engage pupils in political activity;</li> <li>• not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable);</li> <li>• be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate).</li> </ul>	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
4. Have you reviewed the resources/materials that will be used by the Speaker?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
5. Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
6. Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	

arise?		
7. Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	yes <input type="checkbox"/> no <input type="checkbox"/> further                      comment <input type="checkbox"/>	
8. Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	yes <input type="checkbox"/> no <input type="checkbox"/> further                      comment <input type="checkbox"/>	
9. Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	yes <input type="checkbox"/> no <input type="checkbox"/> further                      comment <input type="checkbox"/>	
10. Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	yes <input type="checkbox"/> no <input type="checkbox"/> further                      comment <input type="checkbox"/>	

**If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.**

Signed \_\_\_\_\_  
 Position \_\_\_\_\_  
 Dated \_\_\_\_\_

Approved for booking  
 Senior Staff member Name \_\_\_\_\_  
 Position \_\_\_\_\_  
 Dated \_\_\_\_\_



PSHE Whole School Progression

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Me, My Body, My Health Life Cycles	Emotional Wellbeing	Personal Relationships	Anti-Bullying	Education For Social Responsibility	Living In The Wider World	Democracy	Safe & Healthy Living	Money Sense	Moving On
EYFS	<p>Children will know: We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! That their bodies are good and made by God. The names of the parts of the body. (not genitalia) That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene That there are natural life stages from birth to death, and what these are.</p> <p><b>That they are entitled to bodily privacy</b> <b>That they can and should be open with 'special people' they trust if anything troubles them</b> <b>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</b></p>	<p>Children will know: A language to describe their feelings that everyone experiences feelings that feelings are neither good nor bad; they give us information about what we are experiencing Simple strategies for managing feelings. How feelings can affect actions, and that actions have consequences Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus.</p>	<p>Children will know: We are part of God's family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting 'special people', and telling them when something is troubling them How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable To recognise when they have been unkind to others and say sorry That when we are unkind, we hurt God and should say sorry To recognise when people are being unkind to them and others and how to respond That we should forgive like Jesus forgives</p>	<p><b>Being Unkind</b> To be able to name some way in which children can be unkind to each other.</p> <p>To know who to talk to if I was feeling unhappy or being bullied.</p>	<p>Ecosystems – <b>why is nature special?</b> To understand what nature is. To know how nature makes them feel. To know that nature provides us with many things that we need in order to live. To know that dead plants and other organic materials can be recycled by nature.</p>	<p>Children will know that: We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) It is natural for us to relate to and trust one another. <b>That God is love: Father, Son and Holy Spirit</b> <b>That being made in His image means being called to be loved and to love others.</b> <b>What a community is, and that God calls us to live in community with one another</b> <b>Scripture illustrating the importance of living in a community</b> <b>No matter how small our offerings, they are valuable to God and He can use them for His glory.</b> <b>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</b> <b>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</b> <b>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</b> <b>About what harms and what improves the world in which they live</b></p>	<p><b>Can we do the right thing?</b> To know about right and wrong and the consequences. To know how others can help them make the right choices. To begin to know how to debate whether it is always easy to do the right thing.</p>	<p><b>Road safety</b> To know that pedestrians walk on the pavement and vehicles travel on the road. To know how to walk safely with a grown up and hold hands when walking near the road.</p> <p>Children will know: About safe and unsafe situations outdoors and indoors. That they can ask for help from their special people.</p>	<p><b>Role play – shop</b> To know that money is used to buy things To know that money can be coins &amp;/ notes To know some of the coins (not understand value)</p>	<p>Children will know: what they have achieved this year thoughts and feelings associated with change who can help them with these feelings what they want to achieve next year that they are fearfully and wonderfully made.</p>

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Me, My Body, My Health Life Cycles	Emotional Wellbeing	Personal Relationships	Anti-Bullying	Education For Social Responsibility	Living In The Wider World	Democracy	Safe & Healthy Living	Money Sense	Moving On
Year 1	<p>Children will know: We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend God has created us, His children, to know, love and serve Him We are created as a unity of body, mind and spirit: who we are matters and what we do matters We can give thanks to God in different ways that we are unique, with individual gifts, talents and skills. Learn and appreciate that there are natural life stages from birth to death, and what these are</p>	<p>Children will know: That it is natural for us to relate to and trust one another That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) A language to describe our feelings Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p>	<p>Children will know: We are part of God's family Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God loves us To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special The importance of nuclear and wider family The importance of being close to and trusting special people and telling them if something is troubling them</p>	<p><b>What is bullying?</b> To know what bullying is.  To know how bullying behaviour would be dealt with in our school.</p>	<p>Finite Planet- <b>where does this come from?</b> To know that resources can run out and need to be replaced To know the difference between using resources wastefully and using resources responsibly To know how to use resources responsibly? To know what 'reuse' and 'recycle' mean To know what can be recycled and how? To know why it is important to reuse and recycle as much as we can?</p>	<p>Children will know:  God is love: Father, Son and Holy Spirit Being made in His image means being called to be loved and to love others  what a community is, and that God calls us to live in community with one another scripture illustrating the importance of living in community as a consequence of this Jesus' teaching on neighbours  The principles of Catholic Social Teaching That God formed them out of love, to know and share His love with others</p>	<p><b>What are rules?</b> To know the importance of rules and why we need them. The children will know that rules keep us safe and make things fair. To know how debate whether it is fair that adults make the rules.</p>	<p><b>Sun safety</b> To know and understand that the sun is stronger in summer and that this is dangerous for their skin. To know &amp; understand that they should cover up, wear sunscreen, seek shade, and wear sunglasses to protect themselves from the summer sun. To know that their skin can be damaged in different ways including sunburn. To know how to protect themselves from sunburn.  <b>Keeping Safe</b> Children will know: The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them How to resist pressure when feeling unsafe. To know that they are entitled to bodily privacy. That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</p>	<p><b>What coins and notes do we use?</b> To know the value of different notes and coins <u>Where can I keep my money safe?</u> To know the different places to keep money safe <u>Where does money come from?</u> To know where people get their money from To know earning and saving money can enable them to plan for their future To begin to understand about working to earn money</p>	<p>Children will know:  what their talents are  how to prepare for and manage change  what they want to achieve next year  how to use their God-given talents to serve others</p>

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Me, My Body, My Health Life Cycles	Emotional Wellbeing	Personal Relationships	Anti-Bullying	Education For Social Responsibility	Living In The Wider World	Democracy	Safe & Healthy Living	Money Sense	Moving On
Year 2	<p>Children will know:</p> <p>That our bodies are good</p> <p>The names of our body parts (including genitalia)</p> <p>That girls and boys have been created by God to be both similar and different, together making up the richness of the human family</p> <p>That our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</p> <p>The importance of sleep, rest and recreation for our health</p> <p>How to maintain personal hygiene</p> <p>What 'death' means</p> <p>About some feelings often connected with grief</p> <p>What the Christian faith says about death and eternal life</p> <p>Some ways to support themselves and others when they are grieving</p>	<p>Children will know:</p> <p>a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p> <p>Simple strategies for managing feelings and maintaining good behaviour</p> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes</p> <p>That Jesus died on the cross so that we would be forgiven</p>	<p>Children will know:</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships</p> <p>About different types of teasing, and that all bullying is wrong and unacceptable</p> <p>when they have been unkind and say sorry when people are being unkind to them and others and how to respond</p> <p>when we are unkind to others, we hurt God also and should say sorry to Him as well</p> <p>That we should forgive like Jesus forgives</p>	<p><b>Feeling sad</b></p> <p>To know how feeling sad affects the way you behave and how you think.</p> <p>To understand 'exclusion' and know how to avoid behaviour which excludes others. (They can learn this as 'leaving others out'.)</p>	<p><b>Climate change- Our changing world</b></p> <p>To know what pollution is?</p> <p>To know how pollution is affecting the environment?</p> <p>To know how climate change might affect living things in each area?</p> <p>To know how to save electricity at home or in school</p> <p>To know what a renewable, clean energy source is?</p>	<p>Children will know:</p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</p> <p>About what harms and what improves the world in which we live</p> <p>The principles of Catholic Social Teaching</p> <p>That God formed them out of love, to know and share His love with others</p>	<p><b>What are laws?</b></p> <p>To know the difference between rules and laws.</p> <p>To know the consequences of breaking the law and about fair punishment.</p> <p>To know how to debate whether it is possible to live in a world without punishment.</p>	<p><b>Things that go into our body/medicines</b></p> <p>To know that the things that can go into a person's body can change how people feel.</p> <p>To know that some things that go into or onto bodies can be harmful</p> <p>To know how to tell if something might be harmful</p> <p><b>Keeping Safe</b></p> <p>Children will know: what is and isn't an emergency</p> <p>That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</p> <p>To call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999</p> <p>Some basic principles of First Aid</p>	<p>Why is it important to save money?</p> <p>To know they can save money to use later instead of spending it now</p> <p>To begin to know why saving money can be important</p> <p><u>What are needs and wants?</u></p> <p>To know the difference between a need and a want</p> <p><u>How can I keep track of my money?</u></p> <p>To know why it is important to keep track of their spending and saving</p>	<p>Children will know:</p> <p>what makes them special</p> <p>how to prepare for and manage change</p> <p>what they want to achieve next year- hopes and dreams</p> <p>that Jesus is their guiding light and how they can guide others</p>

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Me, My Body, My Health Life Cycles	Emotional Wellbeing	Personal Relationships	Anti-Bullying	Education For Social Responsibility	Living In The Wider World	Democracy	Safe & Healthy Living	Money Sense	Moving On
Year 3	<p>Children will know: We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God In Baptism God makes us His adopted children and 'receivers' of His love By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience. Receiving the Sacraments helps them to develop healthy relationships with others Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community Self-confidence arises from being loved by God (not status, etc) About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p>	<p>Children will know: That emotions change as they grow up (not including hormonal effects) About the range and intensity of their feelings and that 'feelings' are not good guides for action That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are.</p>	<p>Children will know: That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p>	<p><b>Being a witness</b> To know what it means to be a witness to bullying.  To know that know that the witnesses have a choice of actions they can take. Include keeping electronic evidence,</p>	<p>Climate change- <b>Know better, do better</b> To know some of the human activity that causes climate change? To know why it is important to take action against climate change? To know that everyone has the power to act against climate change? Do children understand that everyone has a responsibility to act against climate change?</p>	<p>Children will learn that: God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. The human family reflects the Holy Trinity in mutual charity and generosity. We are made in the image of God, which means we are made to love God and others, and be loved by God and others. The human family reflects the Holy Trinity in charity and generosity The Church family comprises of home, school and parish (which is part of the diocese) The principles of Catholic Social Teaching That God formed them out of love, to know and share His love with others</p>	<p><b>What does it mean to represent others?</b> To know what it means to represent others and know what the role of an MP is. To know the importance of asking questions and practise composing them. To know how voting can help make decisions fair and debate who would be a class representative.</p>	<p><b>Safe &amp; Unsafe</b> To know the key people who are responsible for them to stay safe and healthy. Identify risk factors in given situations To know whether situations which are safe or unsafe;  <b>Safe In My Body</b> To judge well what kind of physical contact is acceptable or unacceptable and how to respond About different kinds of abuse, including 'abuse of private parts' That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest</p>	<p>How can I pay for things? To understand there are many different payment methods &amp; understand what is the most appropriate way of paying. How can I use a bank account? To know the role of a bank To understand how a bank account can make managing money easier</p>	<p>Children will know:  what makes them special  how to prepare for and manage change  the benefits of 'looking forward'  the importance of serving others</p>



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Me, My Body, My Health Life Cycles	Emotional Wellbeing	Personal Relationships	Anti-Bullying	Education For Social Responsibility	Living In The Wider World	Democracy	Safe & Healthy Living	Money Sense	Moving On
Y4	<p>Children will know that: We are created individually by God who is Love, designed in His own image and likeness</p> <p>God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</p> <p>Every human life is precious from the beginning of life (conception) to natural death</p> <p>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</p> <p>In Baptism God makes us His adopted children and 'receivers' of His love</p> <p>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p>It is important to make a nightly examination of conscience.</p> <p>Receiving the Sacraments helps them to develop healthy relationships with others</p> <p>Understand what 'death' means</p> <p>Learn about some feelings often connected with grief</p> <p>Know what the Christian faith says about death and eternal life</p> <p>Explore some ways to support themselves and others when they are grieving.</p> <p>Understand what 'death' means</p> <p>Learn about some feelings often connected with grief</p> <p>Know what the Christian faith says about death and eternal life</p> <p>Explore some ways to support themselves and others when they are grieving.</p>	<p>Children will know: That emotions change as they grow up (including hormonal effects)</p> <p>About the range and intensity of their feelings and that 'feelings' are not good guides for action</p> <p>That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act</p> <p>What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being</p> <p>Some behaviour is wrong, unacceptable, unhealthy and/or risky.</p> <p>Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media.</p>	<p>Children will know: That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</p> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.</p> <p>That relationships take time and effort to sustain.</p> <p>We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p>Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong</p> <ul style="list-style-type: none"> <li>• That there are different types of relationships including those between acquaintances, friends, family and relatives</li> <li>• That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</li> <li>• The difference between a group of friends and a 'clique'</li> </ul>	<p><b>Ways to help</b></p> <p>To know some ways of helping to make someone who is being bullied feel better</p> <p>To know that sometimes bullying is hard to spot and to know what to do if I think it is happening but I'm not sure.</p> <p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</p>	<p>Water Scarcity- <b>Saving water</b></p> <p>To be aware that water is a finite resource</p> <p>To know a way in which people can conserve water?</p> <p>To know the impacts of water shortage on themselves, a community and other communities around the world?</p>	<p><b>Children will learn:</b></p> <p>That God wants His Church to love and care for others.</p> <p>To devise practical ways of loving and caring for others.</p> <p>The principles of Catholic Social Teaching</p> <p>That God formed them out of love, to know and share His love with others</p>	<p><b>What is a government?</b></p> <p>To know what a government is and how its politicians are elected.</p> <p>To know what the role of a prime minister is.</p> <p>To know how to debate if elections are the best way to choose a government.</p>	<p><b>First aid</b></p> <p>To know to ensure the safety of myself and others in the event of an emergency</p> <p>To know how to assist in an emergency by correctly calling for help</p> <p>To know the information I need to give to emergency services if they are called to an incident</p> <p>In an emergency, it is important to remain calm.</p> <p>Quick reactions in an emergency can save a life.</p> <p>Children can help in an emergency using their First Aid knowledge.</p> <p>The recovery position can be used when a person is unconscious but breathing</p> <p>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</p> <p><b>Safe In My Body</b></p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>About different kinds of abuse, including 'abuse of private parts'</p> <p>That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest</p>	<p><b>Raising money for charity</b></p> <p>To know why they might, or might not give money to a charity</p> <p>To know and understand the importance and effects of budgeting and saving costs</p> <p><u>What are the links between jobs and money?</u></p> <p>To know of different jobs that they might do to earn money</p> <p>To know that some jobs pay more than others and that money is one factor in choosing a job</p> <p>To know that the choices they make about work and money will affect their lives</p>	<p>Children will know:</p> <p>what makes them special</p> <p>how to prepare for and manage change</p> <p>that change can be positive</p> <p>what they want to achieve next year- aspirations</p> <p>that Jesus walks with them always</p>

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Me, My Body, My Health Life Cycles	Emotional Wellbeing	Personal Relationships	Anti-Bullying	Education For Social Responsibility	Living In The Wider World	Democracy	Safe & Healthy Living	Money Sense	Moving On
Y5	<p><b>Children will know:</b> We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it! Learn what the term 'puberty' means. Learn when they can expect puberty to take place. Understand that puberty is part of God's plan for our bodies. Learn correct naming of genitalia Learn what changes will happen to boys during puberty Learn what changes will happen to girls during puberty <b>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</b> <b>Some practical ways to manage the onset of menstruation</b> About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries</p>	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action Learn that some behaviour is wrong, unacceptable, unhealthy or risky</p>	<p><b>Children will know:</b> Similarities and differences between people arise as they grow and mature By living and working together ('teamwork') we create community. There are many different types of family set up Self-confidence arises from being loved by God (not status, etc.)  Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions Apply this approach to personal friendships and relationships</p>	<p><b>Reasons for bullying</b> To know some of the reasons why people use bullying behaviours  To know some ways to encourage children who use bullying behaviours to make other choices.</p>	<p>Biodiversity- <b>Just one change</b> To know what biodiversity is? To know how high levels of biodiversity are beneficial to nature? To know the consequences of making a change in an area of low biodiversity To know of human behaviours that are threatening the biodiversity of an ecosystem?</p>	<p>That God calls us to love others About ways in which we can participate in God's call for us to love others God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. The Holy Spirit works through us to share God's love and goodness with others. The principles of Catholic Social Teaching That God formed them out of love, to know and share His love with others</p>	<p><b>What is parliament?</b> To know about parliament and how it plays a part in law making. To know how new laws are proposed and passed. To know how to debate whether a government could operate without a parliament</p>	<p><b>Water safety</b> <a href="https://www.teachwire.net/teaching-resources/all-about-water-safety-classroom-activities-for-ks2">https://www.teachwire.net/teaching-resources/all-about-water-safety-classroom-activities-for-ks2</a> To know the appropriate behaviour near bodies of water (canals, rivers, lakes, reservoirs etc.) To understand that their behaviour has consequences To alert children to the possible dangers to be found near bodies of water.  How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.  About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume. Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies</p>	<p><b>How do I plan a simple budget?</b> To know the importance of planning and keeping track of spending and saving To know how to plan and manage a basic budget <b>How can I keep my money safe?</b> To know some of the risks associated with spending money online To know some ways of keeping money safe when using the internet and how to avoid online scams</p>	<p>Children will know:  what makes them special  what they want to achieve next year- aspirations  how to develop a growth mind set  to trust God's plan and listen to his Word</p>

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Me, My Body, My Health Life Cycles	Emotional Wellbeing	Personal Relationships	Anti-Bullying	Education For Social Responsibility	Living In The Wider World	Democracy	Safe & Healthy Living	Money Sense	Moving On
Y6	<p>We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it! What 'death' means About some feelings often connected with grief What the Christian faith says about death and eternal life Some ways to support themselves and others when they are grieving</p>	<p>That emotions change as they grow up (including hormonal effects) To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being. That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</p>	<p>Pupils will know that:</p> <p>Pressure comes in different forms, and what some of those different forms are There are strategies that they can adopt to resist pressure Understand what consent and bodily autonomy means Discuss and reflect on different scenarios where it is right to say 'no'</p>	<p><b>Types of bullying</b></p> <p>To be able to explain the difference between direct and indirect types of bullying.</p> <p>To be able to explain some of the ways in which one person (or group of people) can have power over another</p>	<p><b>Fast Fashion</b></p> <p>To know what the fast fashion industry is</p> <p>To know that clothing production affects the environment &amp; people.</p> <p>To know ways that someone could combat the fast fashion industry</p>	<p><b>Children will learn:</b></p> <p>About prejudice, bullying and discrimination: what they mean and how to challenge them.</p> <p>About protected characteristics from the Equality Act 2010 such as race, age and disability. That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</p> <p>The principles of Catholic Social Teaching That God formed them out of love, to know and share His love with others Apply the principles of Catholic Social Teaching to current issues.</p> <p>Find ways in which they can spread God's love in their community.</p>	<p><b>What is democracy?</b></p> <p>To know what the meaning of democracy is.</p> <p>To know the pros and cons of a democratic society.</p> <p>To know how to debate whether a democracy is the best way of forming a government</p>	<p><b>Rail safety</b></p> <p><a href="https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/">https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/primary-school-resources/</a></p> <p>To know rail safety rules and how to behave</p> <p>To know &amp; understand rail safety signs</p> <p>To know what to do or how to get help if someone or something is unsafe, or there is an emergency</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That abuse violates the rights of children</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</p>	<p><u>How do I understand information about money from around the world?</u></p> <p>To know that money has a different value in different countries</p> <p><u>What affects my choices about money?</u></p> <p>To know that the choices they make about spending and saving their money can be influenced by, and have an impact on, other people To know that manufacturers and shops advertise to persuade them to spend their money</p> <p><u>How does money affect my feelings?</u></p> <p>To know how money choices can affect emotional health To understand the concept of debt and the impact it can have on a person and their family</p> <p>To know sources of advice available to support emotional wellbeing</p>	<p>Children will know:</p> <p>how to identify and manage anxiety</p> <p>how to identify and manage excitement</p> <p>how to manage change</p> <p>how to make friends in new places</p> <p>how to solve problems in a new setting</p> <p>that the 'armour of God' will protect them</p>

## Coverage of DfE Statutory RSE Requirements

### **Families and People Who Care For Me**

Pupils should know:	Core Curriculum	Additional Experiences
that families are important for children growing up because they can give love, security and stability	EYFS Aut 2 – personal relationships Year 1 Aut 2 – personal relationships	SMSC assemblies (whole school) Year 1 RE- Families Year 3 RE – Homes Year 4 RE – People
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	EYFS Aut 2 – personal relationships Year 1 Aut 2 – personal relationships	SMSC assemblies (whole school) Year 1 RE- Families Year 3 RE – Homes Year 5 RE – People
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	Year 5 Aut 2 – personal relationships Year 4 Spr 2- living in the wider world	SMSC assemblies (whole school) Year 4 RE – People British Values
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	Year 5 Aut 2 – personal relationships	Year 3 RE – Homes Year 1 RE- Families Year 1 RE- Special people
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 4 Aut 2 – personal relationships	Year 5 RE – Life-choices
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	EYFS Aut 2- Anti-bullying	

## Caring Friendships

Pupils should know:	Core Curriculum	Additional Experiences
how important friendships are in making us feel happy and secure, and how people choose and make friends	Year 1 Aut 2 – personal relationships	SCARF – All about me workshop (EYFS) SCARF – My wonderful body workshop (Year1) SCARF- feelings workshop (Year 2) SCARF – Meet the brain workshop (Year 3) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)
the characteristics of friendships, including mutual, respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	EYFS Aut 2- personal relationships Year 2 Aut 2 – personal relationships	SCARF- feelings workshop (Year 2) SCARF – Meet the brain workshop (Year 3) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	EYFS Aut 2- personal relationships Year 1 Aut 2 – personal relationships Year 2 Aut 2 – personal relationships	SCARF- feelings workshop (Year 2) SCARF – Meet the brain workshop (Year 3) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)
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	Year 1 Aut 2 – personal relationships Year 5 Aut 2 – personal relationships	SCARF – My wonderful body workshop (Year1) SCARF- feelings workshop (Year 2) SCARF – Meet the brain workshop (Year 3) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)
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	Year 4 Spring 2- safe in my body  Year 6 – Spr 2 – safe and healthy living	SCARF- feelings workshop (year 2) SCARF – Meet the brain workshop (Year 3) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)

## Respectful Relationships

Pupils should know:	Core Curriculum	Additional Experiences
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	EYFS Spring 1- living in the wider world Year 1 Aut 1 – emotional wellbeing Year 6 Spring 1 – Living in wider world	SCARF – Meet the brain workshop (Year 3) SCARF – It's great to be me workshop (Year 4) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)  Catholic Social Teaching values (CST)
practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 6 spring 1 – Living in the wider world	SCARF – Meet the brain workshop (Year 3) SCARF – It's great to be me workshop (Year 4) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)
the conventions of courtesy and manners	EYFS Aut 2 – personal relationships	SCARF – My wonderful body workshop (Year1) SCARF- feelings workshop (Year 2) SCARF – Meet the brain workshop (Year 3) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6) CST Schools Golden rules
the importance of self-respect and how this links to their own happiness	Year 3 Aut 1 – Me, my body Year 5 – Aut 1 – Me, my body	SCARF – Meet the brain workshop (Year 3) SCARF – It's great to be me workshop (Year 4) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)  CST
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	EYFS Spring 1 – Living in the wider world Year 1 – spring 2 – living in the wider world Year 5 Spring 2 – safe and healthy living	SCARF – Meet the brain workshop (Year 3) SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)  CST Schools golden rules
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	All years Aut 2 – Anti-bullying	SCARF- feelings workshop (Year 2) SCARF- Decisions workshop (Year 6) Anti-bullying week – whole school
what a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 6 Spring 1 – Living in the wider world	SMSC assemblies (whole school)
the importance of permission-seeking and giving in relationships with friends, peers and adults	Year 6 Aut 2 – personal relationships	

## Online Relationships

Pupils should know:	Core Curriculum	Additional Experiences
that people sometimes behave differently online, including by pretending to be someone they are not	Online safety: Self-image & identity – Aut 1 – Years 2,3,4,5	Internet safety day – whole school
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	Online safety: Online relationships – Aut 2 – Years 3,4,5	
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Online safety: Self-image- Aut 1 – EYFS, Years 1,4,6 Managing online info – Spring 2 – Year 1 Health and wellbeing – Sum 1 – EYFS, Years 1,4,6	SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6) Internet safety day – whole school
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Online safety: Managing online info- Spring 2 – Years 2,6 Online relationships – Aut 2 – Year 5	SCARF- Friends workshop (Year 5)
how information and data is shared and used online	Online safety: Managing online info- Spring 2 – Years 4,6	

## Being Safe

Pupils should know:	Core Curriculum	Additional Experiences
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 5 – Aut 1 - Me, My Body, My Health Life Cycles	SCARF- Friends workshop (Year 5) SCARF- Decisions workshop (Year 6)
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	Year 1 – Spr 2 – Keeping safe	
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	EYFS- Aut 2 – Personal relationships Year 1 – Spr 2 – Safe in my body Year 3 – Spr 2 – Safe in my body	
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Year 3 – Spr 2- Safe and healthy living	Internet safety day – whole school Anti-bullying week – whole school
how to recognise and report feelings of being unsafe or feeling bad about any adult	Year 3 – Spr 2- Safe and healthy living	
how to ask for advice or help for themselves or others, and to keep trying until they are heard,	EYFS – Spr 2- Safe and healthy living Year 1 – Spr 2- Safe and healthy living Year 3 – Spr 2- Safe and healthy living Year 4– Spr 2- Safe and healthy living Year 6 – Spr 2- Safe and healthy living	Anti-bullying week – whole school
how to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 3 – Spr 2 -Safe in my body Year 4 – Spr 2 -Safe in my body	Anti-bullying week – whole school
where to get advice, for example family, school or other sources	Year 6 Sum 1 – Money sense EYFS Aut 2 – Anti bullying	Anti-bullying week – whole school