



Relationships, Sex and Health Education Policy

"Living the Gospel in the spirit of love and respect".

Coordinator	SLT
Groups involved in discussion	Governing Body Headteacher Senior Leadership All Staff Children Parents
Link to school improvement plan	Section 8 – further develop the Catholic Life of the school to ensure the school remains good to outstanding.

‘Trust in the Lord with all your heart and do not lean on your own understanding; in all your ways, acknowledge Him and He will make your paths straight.’ Proverbs 3:5-6

INTRODUCTION AND AIMS:

This policy reflects the current philosophy and practice in relation to the teaching and learning of RSHE at St. Wilfrid’s Catholic Primary School. The policy has been updated in response to the now statutory requirements of the new RSHE programme of study from September 2021.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in RSHE. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

DEFINING RELATIONSHIPS AND SEX EDUCATION:

Our 3 aims are to-

Have a sense of responsibility and take an active part in serving our world.

Have a growing understanding of Gospel Values and gather together in prayer and Worship.

Have a passion for learning and an enjoyment for discovery.

The staff of St. Wilfrid's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

St. Wilfrid's is a Roman Catholic Primary School and as such we believe that the ethos of the school must in all its spiritual, moral and cultural aspects reflect the teachings of Christ in the Gospels, in accordance with the rites, practices and teachings of the Catholic Church.

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health".

1. 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding."

2. (The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.)

1 Sex and Relationship Education Guidance, DfE, 2000

2 ibid

It is a legal requirement to teach those aspects of RSE which are statutory parts of National Curriculum Science.

RATIONALE:

"This is my commandment: love one another, as I have loved you".

John 15:12

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

At the heart of the Christian life is the Blessed 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 reflecting God's beauty and share in His divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

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

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

Development of self-esteem is at the heart of the process of achieving good behaviour and discipline. The approach used by staff in dealing with behaviour must be based upon an effective, clearly stated and consistently applied whole school policy, with clear rewards and sanctions.

RSE will be taught alongside our current RE Curriculum 'Come and See'. Many of the aspects of RSE are covered in the Explore section of 'Come and See' where the topic is being introduced, starting with the pupil's own experience, and extending into the Reveal and Respond sections. (See Appendix 1)

VALUES AND VIRTUES:

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to 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 RELATIONSHIPS AND SEX EDUCATION:

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

At St. Wilfrid's 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. We aim to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

The objectives of RSE are to develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

The objectives of RSE are 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.

The objectives of RSE are to **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

INTENT OF RSHE CURRICULUM:

At St Wilfrid's Primary School our RSHE curriculum aims to embrace the challenges of creating a happy and successful adult life. Pupils at St Wilfrid's develop knowledge and skills that will enable them to make informed decisions about their health and wellbeing, relationships and living in the wider world. This will enable pupils to develop the capacity to make sound decisions when facing risks, challenges and complex contexts. At St Wilfrid's, RSHE lessons aim to support children develop resilience, to know how and when to ask for help and to know where to access support.

THE AIMS AND OBJECTIVES OF THE RSHE CURRICULUM:

The aims of RSHE are:

- To give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- To encourage and support the development of social skills and social awareness;
- To enable pupils to make sense of their own personal and social experiences;
- To promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- To enable effective interpersonal relationships and develop a caring attitude towards others;
- To encourage a caring attitude towards and responsibility for the environment;
- To help our pupils understand and manage their feelings; to build resilience and be independent, curious problem solvers;
- To understand how society works and the laws, rights and responsibilities involved.

THE PHILOSOPHY OF RSHE:

RSHE education is concerned with pupils' development of the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. RSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world. Through a wide range of activities, children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and

understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

IMPLEMENTATION:

The teachers who deliver the RSHE curriculum within their age range are responsible for the implementation of a broad, balanced curriculum in line with the requirements of the RSHE programme of study, the school's Intent Statement and the medium term plans.

Across each year group, each pupil will cover a full range of experiences each academic year.

The Teaching and Learning sequencing from Early Years to Year 6 will be planned and taught in line with the medium term plans ensuring that potential for pupils' progression is planned into the scheme of work, evident in the Curriculum Map and Progression of Skills documents. Lessons and activities will build upon pupils' prior learning developing their skills, knowledge and understanding within each activity area.

Long Term and Medium Term plans for delivery of the RSHE curriculum are provided, alongside guidance on short-term, weekly plans to progress learning in each lesson. There are a wide range of schemes and resources available to support the ensuring of quality planning.

Our RSHE curriculum is based on guidance from Scarf and encourages pupils to become confident individuals who can make informed decisions about their health, environmental and social issues. The three core strands cover: Healthy Lifestyles, Relationships and Living in the Wider World. Our RSHE lessons capture the requirements of the Department for Education for all schools 'to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs'.

Opportunities are provided in a cross curricular capacity for children to explore all of the RSHE aims as well as discrete lessons to ensure coverage of the objectives. A range of teaching and learning styles are used to meet the RSHE requirements of the National Curriculum. We emphasise active learning through discussions and problem solving activities and lessons offer regular opportunities to discuss and share feelings in a safe and supportive environment. A strong emphasis has been placed on children's mental health and wellbeing with classes engaging in mindfulness activities regularly as well as a whole school focus on Growth Mindset in order to promote positive attitudes to learning.

Key Stage 1

During key stage 1 Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Key Stage 2

During key stage 2 Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from St Wilfrids. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

IMPACT: ASSESSMENT AND RECORDING:

Assessment recording does not stand alone and is integrated into the planning process. There is a balance between formative and summative. Our formative assessment is a continuous part of classroom process and practice. The children will be assessed at the end of each topic. At the end of each topic, the teacher will make a summative judgement about the attainment of each child recording whether they are working towards, working at National Expectation, or working with a deeper understanding. Judgements about pupil performance are supported by teachers' formative assessments using a variety of AfL strategies, e.g. looking through children's work, talking with and questioning pupils, photographs of practical work. These are used at the beginning and end of each topic to record progress and achievement but also allow each child to identify and celebrate their areas of success.

In Early Years RSHE is tracked and monitored through the age bands using 'Personal, Social and emotional development (PSED)' and then assessed at the end of Reception against the Early Learning Goals.

Teachers consider the impact children's work in RSHE by making assessments as they observe them working during lessons. Children may talk about their learning using appropriate vocabulary and give reasons for their thinking. Older children may also produce written work and take part in discussions and debates giving logical reasons for their thinking. They are also encouraged to evaluate their own work and to suggest ways in which to improve. Judgements at the end of each topic enable the teacher to make a termly and an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The grid below shows the individual measure of Impact for each child.

Working Towards	Working at Expected	Working above
Red	Green	Blue

Recording of work will be in a form appropriate to the planned focus. Evidence of RSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of RSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

INCLUSION AND DIFFERENTIATED LEARNING:

At St. Wilfrid's 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.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

In primary education from September 2020:

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age-appropriate sex education)

Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').

Where pupils are withdrawn from sex education, schools should document the process and will have to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

PROGRAMME/RESOURCES:

This RSHE policy is to be delivered as part of the RSHE framework. At St. Wilfrid's we use the programme of study for RSHE Education. Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

A Journey in Love is the resource that is the recommended programme of study for Catholic schools for Sex and Relationship Education. It has been written as a progressive scheme of work that supports the Religious Education, RSHE and Science curriculum taught within a primary school. The scheme permeates through all levels of learning throughout the school. It focuses on friendship, family, community, relationships and spirituality; a guide to the children's development as young Catholics. (See Appendix 2)

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experimental
- being active
- brainstorming
- group work

- role-play
- PowerPoints
- DVD (A Journey in Love)
- pupil booklet (specific year groups)
- Parent letter (*See Appendix 3*)
- Coram SCARF
- The PSHE Association www.pshe-association.org.uk
- The Underwear PANTS Rule www.nspcc.org.uk
- CEOP – National Crime Agency Command
- www.thinkuknow.co.uk

RESPONSIBILITY FOR TEACHING THE PROGRAMME:

Parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Our school will always work in partnership with parents and carers and the programme offered by St. Wilfrid's will complement and not replace the primary role of the parent. Parents do have the right to withdraw their children from RSE except in those elements which are required by National Curriculum Science. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. All parents will receive a copy of the parent booklet to explain the teachings of RSE in detail before children take part in the programme of study.

All teaching staff have a responsibility for the specific relationships and sex education programme. All members of staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.

Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

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

SPECIAL EDUCATION NEEDS/DEEPER UNDERSTANDING:

The school uses a variety of teaching and learning styles in RSHE lessons. The principal aim is to develop children's knowledge, skills and understanding. Teachers ensure that the children apply their knowledge and understanding when developing ideas and understanding.

We teach RSHE to all pupils, whatever their ability and individual needs. RSHE implements the school curriculum policy of providing a broad and balanced education for all children. Through RSHE, we provide learning opportunities that match the needs of children with learning difficulties and take into account the targets set for individual children in their Action Plans. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps to achieve this.

CONTROVERSIAL OR SENSITIVE ISSUES:

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity.

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

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

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

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

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

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance 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.

AUDIENCE:

This RSHE policy document is available to:
Teaching and Support Staff
Governors
Parents and other visitors to the staffroom
Supply Teachers
Inspectors

Copies of this policy are available through the school office on request.

GOVERNORS:

The 1996 Education Act places responsibility for the school's policy on RSHE in the hands of the governors. Governors therefore must be aware of their responsibilities for the policy and provision of RSHE in our school and comply with statutory requirements. Governors have a key role in ensuring RSHE is of the highest quality and that it meets the needs of the children and young people at St. Wilfrid's.

The role of the Governor within RSHE is to:

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

MONITORING AND REVIEW OF POLICY:

The Head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Headteacher and governing body will review this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

DISCUSSED AND AGREED BY RELEVANT STAFF	June 2021
DISCUSSED AND AGREED BY CHILDREN AND FAMILIES	June 2021
DISCUSSED AND AGREED BY GOVERNING BODY	June 2021
MONITORING AND EVALUATION	May 2022, May 2023, May 2024,
This policy was last updated on	May 2024
Discussed and agrees with Governors	March 2025
Formal Review of Policy	March 2025

Signed: *Mrs O'Brien* Headteacher

Date: March 2025



Living the Gospel in the Spirit of Love and Respect

Appendix 1

Primary Relationships Education Statutory Learning Opportunities Families and people

who care for me.

That families are important for children growing up because they can give love, security and stability	EY Y1 Y2	Y3 Y4 Y5	Y6
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	EY Y1 Y2		
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	EY Y1 Y2	Y4	
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	EY Y1 Y2	Y3 Y4 Y5	Y6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y6	Y5 (RE)	
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All year groups		

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	EY	Y3	Y5	Y6
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y3	Y5	Y6	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1 Y2	Y3 Y4	Y5 Y6	
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	Y3 Y6	Y4	Y5	
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	Y1	Y3	Y4	

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	EY Y1 Y2	Y3 Y4 Y5	Y6			
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y2	Y3	Y4	Y5	Y6	
The conventions of courtesy and manners	Y1	Y3	Y4	Y5	Y6	
The importance of self-respect and how this links to their own happiness	Y1	Y2	Y3	Y4	Y5	Y6
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	Y2	Y3	Y4	Y5	Y6	

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	Y1	Y2	Y3	Y4	Y5	Y6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Y4	Y5	Y6			
The importance of permission-seeking and giving in relationships with friends, peers and adults	Y3	Y4	Y5	Y6		

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Y6					
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	Y1	Y3	Y5	Y6		
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Y5	Y6				
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Y3	Y5	Y6			
How information and data is shared and used online	Y6					

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Y1	Y3	Y5	Y6		
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	Y1	Y2	Y4			
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Y1	Y5	Y6			
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Y1	Y5				
How to recognise and report feelings of being unsafe or feeling bad about any adult	EY Y1 Y2	Y3 Y4 Y5	Y6			
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Y2	Y3	Y4	Y5	Y6	
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Y2	Y3	Y4	Y5	Y6	
Where to get advice from e.g. family, school and/or other sources	Y3	Y4	Y5	Y6		

Mental wellbeing (PSHE: Coram/SCARF)

That mental wellbeing is a normal part of daily life, in the same way as physical health	EY Y1 Y2	Y3 Y4 Y5	Y6		
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	EY Y1 Y2	Y3 Y4 Y5	Y6		
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	EY Y1 Y2	Y3 Y4 Y5	Y6		

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y1	Y2	Y3	Y4	Y5	Y6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Y2	Y3	Y4	Y5	Y6	
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	R	Y1	Y6			
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	R	Y1	Y2	Y4	Y6	
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y1	Y3	Y4	Y5		
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)	R	Y2	Y4	Y5	Y6	
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	All year groups					

Internet safety and harms (+COMPUTING)

That for most people the internet is an integral part of life and has many benefits	Y1	Y2	Y3	Y6		
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	Y2	Y4	Y5	Y6		
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	Y1	Y2	Y3	Y4	Y5	Y6
Why social media, some computer games and online gaming, for example, are age restricted	Y3	Y5	Y6			
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	Y1	Y2	Y3	Y4	Y5	Y6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y3	Y4	Y5	Y6		
Where and how to report concerns and get support with issues online	Y1	Y2	Y3	Y4	Y5	Y6

Physical health and fitness (PE)

The characteristics and mental and physical benefits of an active lifestyle	Y1	Y2				
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	R	Y2	Y5	Y6		
The risks associated with an inactive lifestyle (including obesity)	Y1	Y5				
How and when to seek support including which adults to speak to in school if they are worried about their health	R	Y1	Y4			

Healthy eating (PSHE: Coram/SCARF)

What constitutes a healthy diet (including understanding calories and other nutritional content)	R	Y1	Y2	Y3	Y4	Y5
The principles of planning and preparing a range of healthy meals	R	Y1	Y3	Y4		
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)	R	Y1	Y3	Y4	Y6	

Drugs, alcohol and tobacco (PSHE: Coram/SCARF)

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	R	Y1	Y2	Y3	Y5	Y6
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Health and prevention (PSHE: Coram/SCARF)

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Y5	Y6				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EY		Y3		Y6	
	Y1		Y4			
	Y2		Y5			
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	R	Y1	Y2			
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	R	Y1	Y2			
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	R	Y1	Y2	Y3	Y4	Y6
The facts and science relating to allergies, immunisation and vaccination	Y2					

Basic first aid (PSHE: Coram/SCARF)

How to make a clear and efficient call to emergency services if necessary	Y1	Y2	Y3	Y4	Y5	Y6
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Y1	Y2	Y3	Y4	Y5	Y6

Changing adolescent body (RE/SCIENCE)

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Y1	Y2	Y3	Y4	Y6
About menstrual wellbeing including the key facts about the menstrual cycle	Y5	Y6			

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	EY Y1 Y2	Y3 Y4 Y5	Y6
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	EY Y1 Y2		
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	EY Y1 Y2	Y4	
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	EY Y1 Y2	Y3 Y4 Y5	Y6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y6	Y5 (RE)	
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All year groups		

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	EY	Y3	Y5	Y6
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y3	Y5	Y6	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1 Y2	Y3 Y4	Y5 Y6	
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	Y3 Y6	Y4	Y5	
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	Y1	Y3	Y4	

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	EY Y1 Y2	Y3 Y4 Y5	Y6			
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y2	Y3	Y4	Y5	Y6	
The conventions of courtesy and manners	Y1	Y3	Y4	Y5	Y6	
The importance of self-respect and how this links to their own happiness	Y1	Y2	Y3	Y4	Y5	Y6
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	Y2	Y3	Y4	Y5	Y6	

YEAR 2		
BEGINNINGS	God is present in every beginning	<ul style="list-style-type: none"> • How you feel when you begin anything new • Why some beginnings are easy and some are difficult • How each day is a new beginning
SIGNS & SYMBOLS	Signs and symbols used in Baptism	<ul style="list-style-type: none"> • The meaning and importance of some symbols in life. • The power of symbols to convey meaning • Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> • Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times?
BOOKS	The books used in Church	<ul style="list-style-type: none"> • The importance of books in our lives • The need for books • How books can help us
THANKSGIVING	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> • How you feel when you thank others ? • How you feel when you are thanked?
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> • How each day offers opportunities for good • What helps a person choose well • The opportunity Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> • The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus
RULES	Reasons for rules in the Christian family	<ul style="list-style-type: none"> • How rules are necessary in life • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others
TREASURES	God's treasure; the world	<ul style="list-style-type: none"> • What we treasure • What treasures we share • How we thank God for the treasures of our world

YEAR 4		
PEOPLE	The family of God in Scripture	<ul style="list-style-type: none"> • The importance of families • Family relationships • Respect for those who gave us life
CALLED	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> • Our response to being chosen • What it feels like to be chosen • The work of the Holy Spirit in our lives
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> • What you value most about the gift of friendship • What you offer others in your friendship • Why the gift of love and friendship is important
COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> • The meaning of community • The advantages and demands of being part of a community • The causes of a breakdown of a community
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> • The importance of giving and receiving • Why it is important to live in communion • Ways in which we live and grow in communion

SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> • How to be self-disciplined • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	<ul style="list-style-type: none"> • What you do when life is difficult • The experience of good news bringing life and happiness • How the power of the Holy Spirit helps Christians today
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> • What makes friendships strong • How friendships are built and restored when they have been broken • The greatest commandment, love of God and others
GOD'S PEOPLE	Different saints show people what God is like.	<ul style="list-style-type: none"> • What makes a person do extraordinary things • The qualities you admire in others and how true happiness can be found
YEAR 6		
LOVING	God who never stops loving	<ul style="list-style-type: none"> • What unconditional love means and how love is shown • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving • The scripture text that demonstrate God's unconditional love for everyone even when times are hard
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<ul style="list-style-type: none"> • What it means to be committed • Why people are committed • The implications of lack of commitment
EXPECTATIONS	Jesus born to show God to the world	<ul style="list-style-type: none"> • The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down
SOURCES	The Bible, the special book for the Church	<ul style="list-style-type: none"> • The kind of books which are the most helpful • Our lives are enriched by books • The presence of God in the words of Scripture
UNITY	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> • Why friendships are important • The most important value in friendship • The kinds of behaviour that break a friendship • Those affected when a friendship is broken
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> • The affect of loss in everyday life • What is the best way to cope with loss • How people cope with loss and death • How death brings new life
WITNESSES	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> • When and how to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses
HEALING	Sacrament of the Sick	<ul style="list-style-type: none"> • Showing compassion and care for those who are ill • Helping, caring and understanding those with a learning disability. • Why people give time and commitment to caring for others Why we care for the sick

COMMON GOOD	Work of Christians for the good of all	<ul style="list-style-type: none"> • How we build a fair and just world • The difference between fairness and justice, unfairness and injustice • Helping to promote the dignity and common good of one another • The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good
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N	NURSERY Wonder at God’s Love
R	RECEPTION YEAR God loves each of us in our uniqueness
1	YEAR ONE We meet God’s love in our family
2	YEAR TWO We meet God’s love in the community
3	YEAR THREE How we live in love
4	YEAR FOUR God loves us in our differences
5	YEAR FIVE God loves me in my changing and development
6	YEAR SIX The wonder of God’s love in creating new life

Appendix 3 – Parent RSE Letter

Dear Parents,

At St. Wilfrid's, we have recently reviewed our programme and policy for RSE (Relationship and Sex Education). We are writing to all our parents to share our new policy and programme of study.

All schools have a responsibility to promote pupil wellbeing and prepare children and young people for the challenges, opportunities and responsibilities of adult life.

“This is my commandment: love one another, as I have loved you”.

John 15:12

At St. Wilfrid's, we have tried to ensure that the RSE curriculum is sensitive to the range of different family circumstances, values and beliefs which are found within our school. Through extensive discussion and training we have tried to provide an RSE programme which is relevant and accessible to all of our children. We hope the programme supports pupils in learning about different backgrounds, faiths, cultures and about the opposite sex; one that is underpinned by the promotion of respect for all members of our diverse society.

The new RSE programme of study will be delivered in a series of sessions across the whole of our school during the summer term (from Nursery to Year 6).

'A Journey in Love' is a resource that is the recommended programme of study by Liverpool Archdiocese for Catholic schools for Relationship and Sex Education. It has been written as a progressive scheme of work for all individual year groups that supports Religious Education, RSHE and the Science curriculum already taught within a primary school. The programme has, as its foundation, the belief that we are made in the image and likeness of God and as a consequence, gender and sexuality are God's gift and reflect God's beauty. Each stage of growth is delivered through a series of suggested, progressive and developmental tasks and activities. Reflections will focus on physical, social, emotional, intellectual and spiritual development. As children progress through school, they will discover more and more about themselves and the wider world.

Central to our work in school is learning about our faith, including understanding ourselves, our position in our community and how we develop as human beings. This is how 'A Journey in Love' fits into our school curriculum. The scheme permeates through all levels of learning at St. Wilfrid's. It focuses on friendship, family, community, relationships and spirituality, a guide to the children's development as young Catholics.

As you would expect, not all issues related to personal development are covered by the end of Year 6. The content is age and stage appropriate and is taught with sensitivity, taking into account the children's level of maturity in regard to the delivery of the sessions.

As with all aspects of learning, children are naturally curious and many will have specific questions related to their sessions. Opportunities to discuss questions form part of the sessions and, again, these are treated with care and understanding.

The RSE programme will be delivered by your child's class teacher.

We do hope that all children will participate in the RSE programme, however, parents do have the right to withdraw their child from all or part of the RSE sessions that do not form part of the statutory National Curriculum. **If you wish to withdraw your child from the programme, please indicate this on the reply slip provided and return to school.**

If you would like to view a sample of the presentations from the new RSE programme, please have a look at our school website where you will see an example power-point for every year group.

We do hope that you will feel happy with our new RSE programme at St. Wilfrid's. Please do not hesitate to contact your child's class teacher or myself for any further information.

Thank you,

Mrs O'Brien

PLEASE ONLY RETURN IF YOU DO NOT WANT YOUR CHILD TO TAKE PART IN THE RSE PROGRAMME

I **do not** want my child _____ in _____ to take part in the RSE programme. I understand that my child will work in a different classroom when the sessions are taking place.

Reason

Signed _____ Date _____

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Also see

Guidance

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Statutory Government publication

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>