



Diocese of Lancaster  
**Education Service**  
Euntes in mundum



# Teaching and Learning about Human Relationships and Sex Education

## St. Bernard's Catholic Primary School

# Foreword

This revised programme of study has been prepared to support educators in our family of schools as they enable our young people to grow in faith and understanding of themselves, their relationship with God and with one another. The Department for Education has prepared a statutory programme for 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' which will be a compulsory requirement from September 2020. The Diocese of Lancaster began working on Human Relationships and Sex Education (HRSE) in 2016. Many schools have worked to meet the requirements of the HRSE programme of study and will be well prepared to meet the statutory provisions.

The opportunity offered in Catholic schools is to encourage young people to recognise their interior beauty, their dignity as a human and through this to understand and value the worth of others. We hope that this builds on the experience of the home where, as children, we all experience our first expressions of love and form our early relationships. The challenge in school life is to develop this not just in an academic sense, but as a lived expression of belief ultimately, an invitation to hear the Good News.

*"We must wonder! We must create an environment of wonder! We must create a climate of wonder! This task is closest to the family...Wonder is needed so that beauty might enter into human life, into society and the nation...We need to marvel at everything that is found in man."*

Pope St. John Paul II

Creating a climate of wonder can seem a far cry from the modern world our schools are called to serve, though this is our calling as educators in the Catholic schools of the Diocese of Lancaster. Engaging with the Church's teaching about human loving enables us to share with our young people the wonder of human life and the happiness that is waiting for us in Jesus. As always, this is an invitation, a way to deepen understanding of what it means to be fully human.

The Programme of Study remains mostly unchanged but in this document places the Diocese of Lancaster programme next to the statutory obligation it fulfils. Any additional material in HRSE is written in italics so it is easy to identify. Areas from the statutory plan not covered in the HRSE framework are listed at the end of the booklet. Governing bodies and head teachers should be mindful that from 2020 OfSTED will inspect the new 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' and Section 48 will continue to examine provisions in HRSE



# Introduction

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises that it is only within loving, committed relationships, and specifically within marriage, that sexual love finds its most authentic expression.

## **What is Christian virtue, and why is it important in relationships education?**

Christians believe God created humanity, we are worthy of the love of God, and this is the source of our dignity as people. Because he loves us, God wants us to experience happiness and fulfilment. The Gospels, and particularly the Beatitudes, show humanity the way to complete self-realisation found in a relationship with God.

*"Only he who made man makes man happy"*

St. Augustine.

In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people flourish. Not a life directed towards making oneself gratified instantly, but one focused on understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and other people in our lives makes us happy. If relationships are to be formed based on human dignity, young people must understand how to grow and flourish to feel fulfilled. The word "beatitude" comes from the Latin 'beatitudinem' which means a state of blessedness and 'bene' meaning happy. The Beatitudes offer a set of values that lead towards fulfilment and joy through a relationship with God, ourselves and, flowing from this, with each other in community.

The Christian tradition describes behaviours or habits that lead to joy and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (often love replaces charity) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a happy, good life. The cardinal virtues of prudence, justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues come from the teachings of Plato and Aristotle and are held in common with people of many faiths or none. St. Thomas Aquinas attributes the theological virtues as having their foundation in God and are the way people can reach "*the abundant life*" (John 10:10). These qualities should be modelled by staff, as well as discussed and encouraged with students to enhance the Catholic ethos of the school. They underpin the full formation of the human spirit as they bring everyone closer to life in the light of Christ.

The language which describes human virtues needs to be understood as behaviours that are

relevant in the lives of students in the twenty-first century. The word 'virtue' does not resonate with joy to the modern ear! Below are some suggestions for synonyms that will enable students and staff to identify their personal growth in character and identify how their behaviour is virtuous, that is, bringing them fulfilment and a deeper understanding of how to live a good life. Though we do not use the word virtue, we do speak about virtues to each other frequently, when we notice someone is kind or being brave or thoughtful. The Catholic ethos of a school is lived out in this way and is not an additional part of the curriculum, rather a way of framing the behaviours that underpin relationships education based on human dignity and a love of God.

faith - belief, proclaiming, accepting, trusting

hope -hopeful, aspiring, purpose

charity - love, care, compassion, kindness, generous

prudence - practical wisdom, thoughtful, wise, learning, discreet

justice - right and wrong, truthful, honest, hearing

fortitude - brave, active, curious, confident

temperance - appreciation, control, intentional, chaste, faithful, balance, moderation

Sometimes, in every life, it is difficult to look at our behaviour reflectively and notice what is right and how to form good habits. Some students may find this difficult at times because of illness, disorders, life events, or choosing not to 'buy-in' to developing a good character. The teaching approach at these times should offer compassion and understanding. Virtues are habits formed by understanding our consciences and how these relate to God. Teaching RSE with an understanding of morality is about developing knowledge, skills, attitudes and behaviours as part of developing a character inspired by Gospel values. The Church teaches that the overarching objective of RSE is to secure "an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view, to which all believers are called" and "*must consider the totality of the person and insist therefore on the integration of the biological, psycho-affective, social and spiritual elements*" (Educational Guidance in Human Love n34).

While this definition 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, gender, sexuality and sexual health.

***The DfE has introduced a statutory RSE curriculum applicable from September 2020. The curriculum envisages that RSE provided in a school will seek to build on the children and young peoples' own experience, sensitive to the specific domestic context of each individual. The Diocese of Lancaster HRSE curriculum has been updated to reflect these compulsory guidelines.***

# The Foundation Stage

In the Foundation Stage, children are growing in their awareness that they exist in relationships with other people beyond themselves and their immediate families. Understanding how they care and value themselves is a crucial part of developing self esteem and personal confidence in the early years. Only through having a sense of self worth can they begin to appreciate the worth of others. The following simple statements of personal growth could be used to guide development of behaviour and character with the under fives. They link with the Early Learning Goals (DfE 2014). Teaching about developing character at a young age is about recognising that they have a choice about how to behave towards themselves and other people.

In the foundation stage, we are growing to be:

1. Children who notice others.
2. Children who can think about others.
3. Children who know somethings about God.
4. Children who can talk about why they are feeling happy or sad.
5. Children who choose kindness.
6. Children who know what the truth means.
7. Children who do our best.
8. Children who know somethings about being a thoughtful friend.

## **Personal, social and emotional development: Early Learning Goals**

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **RSE Statutory Framework**

**Caring friendships** - how important friendships are in making us feel happy and secure, and how people choose and make friends

**Respectful relationships** - the conventions of courtesy and manners

**Mental well being** - how to recognise and talk about their emotions, including having a vocabulary of words to use when talking about their own and other's feelings

# Core Theme 1: Growing in love for myself and God

Children below the age of seven are really just beginning to understand how to relate to others in the world. The aim of this theme is to clarify how children take responsibility for their own behaviour and how this can affect the well being of others. They are statements of growth rather than attainment as they recognise many children at this age are pre-evangelised and are just developing habits of behaviour to shape their lives. Education in virtue is about journeys in relationships with oneself and with others, learning how to live a balanced, joyful life. As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. They should also learn how prayer enables them to reflect and develop a relationship with God and offers opportunities for reflection and growth. By the end of year six, they should begin to be able to explain why they have made the choices they have made.

By Key Stage Three, students are developing their character, directed by their consciences, as they progress from childhood to adolescence. For this age group, the students need to begin to ask why certain behaviours build character and how this will bring them happiness, a sense of purpose and fulfilment. One of the challenges with adolescents is developing their thinking beyond immediate, impulsive satisfaction. Talking about the following areas will help adolescents examine their own consciences about what really makes them flourish in the relationships in their lives. In addition, their thinking needs to look at the idea of the 'common good' and how developing habits of happiness through living a balanced life has benefits for everyone. It is important that young people in Catholic schools know about the different aspects of relationships, gender, sexual identity and the place of contraception as this is part of life. However, this teaching should be linked with teaching about character and personal dignity, as they grow in understanding of the place of sex within a loving relationship.

Young people in Key Stage Four are getting ready to take their place as adults in the world. Gravissimum Educationis calls schools to send their students to act as 'saving leaven' in the world. In order for students grow in this way, is important that they are invited to reflect on their own characteristics and sense of purpose and how they can develop these to form better relationships with others for the common good and with their own spirituality. Developing the idea of the common good also links well with faith and justice work and answering the question "Who is my neighbour?"



<b>Designation in Statutory Programme</b>	<b>Abbreviation</b>
Families and people who care for me / Families	F
Caring friendships	CF
Respectful relationships (including friendships)	RR
Online relationships	OR
Being Safe	BS
Mental Well-being	MW
Internet safety and harms	IS
Physical health and fitness	PH
Healthy eating	HE
Drugs, alcohol & tobacco	DAT
Health and prevention	HP
Basic First Aid	FA
Changing adolescent body	A
Online and media	OM
Intimate and sexual relationships, including sexual health	IR

The existing Diocesan HRSE guidance is in the left hand column and the corresponding DFE guidance on the right. In teaching the existing HRSE guidance schools should already cover the statutory guidance.

## CT1: Key Stage One

	Pupils are growing to be able to:	Statutory Guidance
1	Know that they are special people made in the image and likeness of God.	
2	Know that they are individuals and that they have gifts and abilities. Know that their body is one of these gifts.	RR the importance of self-respect and how this links to their own happiness BS that each person's body belongs to them
3	Be curious about themselves and their purpose in the world.	
4	Notice the ways in which they are the same as or different from other people.	F 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.
5	Respect and seek to understand difference.	See above
6	Communicate their feelings to others.	MW 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.
7	Care about the feelings of others and know how Jesus cared for people. For example, know some of the stories about how Jesus welcomed and helped those at the margins of society such as healing a man with leprosy (Matthew 8).	CF that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
8	Think about their behaviour, recognise the choices they make and how these affect other people.	RR 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
9	Learn from their experiences, and say 'thank you' when appropriate.	RR the conventions of courtesy and manners
10	Notice that they have talents and they can grow in these talents.	
11	Know their responsibilities towards themselves, other people and creation.	BS what sorts of boundaries are appropriate in friendships with peers and others



**Science Programme of Study**

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should have opportunities to learn the names of the main body parts (including head, neck arms ,elbows etc)

Should be taught to notice that animals including humans have offspring which grow into adults

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Pupils should be introduced to the processes of reproduction and growth in animals...N.B they should not be expected to understand how reproduction occurs

Growing into adults can include reference to baby, toddler, child, teenager, adult.

MW the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.

HE what constitutes a healthy diet (including understanding calories and other nutritional content).

HP about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

## CT1: Key Stage 2

	Pupils are growing to:	Statutory Guidance
1	Understand that they can choose to have a friendship with God.	CF how important friendships are in making us feel happy and secure, and how people choose and make friends
2	Identify, name and respond appropriately to a wider range of feelings in themselves and in others.	MW 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.
3	Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care.	BS that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
4	Begin to be thankful for the gifts of God.	
5	Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010)	RR how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
6	Recognise cause and effect in their actions and take personal responsibility.	CF 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
7	Take increased responsibility for their safety and that of others. <i>For example, knowing who to talk to if they have concerns about themselves or someone else regarding physical or emotional needs.</i>	MW 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 well-being or ability to control their emotions (including issues arising online).

# Core Theme 2: Growing in love for family, friends, faith and community

Pupils learn how to live in relationships with others through experience and through following examples of fulfilling happy relationships. These relationships will be within families, friendships and communities such as the classroom and the parish. They will also learn through growing in their 'love of neighbour' about compassion, kindness and being thoughtful. They should even begin to exercise some practical wisdom about behaviour that is good and actions that are risky or negative, such as bullying or any form of abuse and recognise that asking for help when a relationship feels wrong is brave and courageous. They will begin to appreciate the difference in relationships and the importance of treating everyone equally.

Charity, or love, unites everyone in friendship because everyone has the potential to share in the grace of God. Life itself is a gift from God, and we flourish when we share our lives with others. One of the key ways we express Christian faith is in how we work for the good of others in our relationships, so, conducting our relationships with a sense of fairness, patience and trust where we treat others in a spirit of hope, with compassion and appreciation enables personal growth as well as nurturing relationships for the good of all.



## CT2: Key Stage One

1	Their part in their family and why families matter. <i>For example, what makes family life happy or hard? How do they care for family members? What could 'family time' mean for them?</i>	F that families are important for children growing up because they can give love, security and stability.
2	Their invitation to be part of a wider family of God.	
3	To develop their relationship with God through prayer, acts of worship and the choices they make about behaviour.	
4	Their belonging in various groups as communities such as home, school and parish.	MW the benefits of ... community participation, voluntary and service-based activity on mental well-being and happiness. MW simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
5	That things they do can hurt themselves and others.	MW that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
6	That sometimes they need to say sorry to people because of their behaviour.	CF 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
7	That they are responsible for their immediate environment. <i>Examples of this include, keeping places tidy, choosing activities that keep them physically and mentally alert and being aware of how their behaviour can have positive and negative effects on the immediate and wider environment.</i>	PH the characteristics and mental and physical benefits of an active lifestyle
8	People who care for them, such as, their family networks.	F that families are important for children growing up because they can give love, security and stability
9	Who to go to if they are worried.	F how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
10	When saying 'no' is O.K., to peers and adults.	BS how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
11	The difference between sharing a serious incident and telling tales.	MW how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
12	How their behaviour can hurt other people physically and emotionally and how other people can hurt them. <i>For example, through causing physical distress, name calling or telling untruths.</i>	CF 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.

13	To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say.	RR 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.
14	That teasing and bullying are unkind behaviours because they cause distress.	
15	How to resist joining in with teasing or bullying if they experience or witness it.	
16	Who to go to if they are unhappy about being teased or if they feel they are being bullied.	BS how to ask for advice or help for themselves or others, and to keep trying until they are heard

## CT2: Key Stage 2

	Pupils should grow in learning:	
1	About forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness.	CF that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RR practical steps they can take in a range of different contexts to improve or support respectful relationships
2	<b>About relationships in families</b> <i>For example, that relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference.</i>	F 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 and 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.
2i	That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being.	Teachers should...talk about the steps pupils can take to protect and support their own and others' health and well-being, including simple self-care techniques, personal hygiene, prevention of health and well-being problems and basic first aid. [92]
2ii	To be aware of different types of relationships including those between acquaintances, friends, relatives and family.	F 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
3	<b>About relationships with friends</b>	
3i	To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares.	F how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
3ii	To judge what kind of physical contact is acceptable or unacceptable and how to respond.	RR practical steps they can take in a range of different contexts to improve or support respectful relationships.
3iii	<i>To talk about different types of friendship and recognise examples of this in real life, role play or fictional characters. Relate this to Jesus' teachings on loving our neighbour.</i>	CF the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3iv	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.	RR 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.

4	<b>About relationships with people of faith</b>	
4i	To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond.	RR 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.
4ii	That the Church is a community of faith.	
4iii	Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs.	
4iv	That marriage in a Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent.	
5	<b>About relationships in communities</b>	
5i	That being part of a community means working together for common aims.	RR 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
5ii	That they are part of many local, national and international communities.	MW the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
5iii	That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules.	RR 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.
5iv	Marriage can be civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment.	F that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

# Core Theme 3: Growing in love for my character and well-being

God calls us to live in friendship with Him, which shows we are worthy of love. Pupils need to grow in their understanding that God has been generous towards them by giving them a body, mind and spirit. As part of a relationship with God, we are called to care for our bodies and know that they change emotionally and physically. As they grow, pupils should develop their self-respect and self-confidence through understanding their emotional and physical development. From understanding that they are unique, pupils should appreciate diversity and respect others as equals, as individuals, in groups and communities. They should have a sense of justice, understanding rights and responsibilities and have a growing sense of purpose in their lives.

We can become the kind of people we want to develop, our actions effectively create the person we become and, as we control our efforts, we can form our characters through the choices we make. Young people need to grow in love for themselves, for their nature and the adult they want to become and part of this is learning to manage their well being, spiritual, emotional and physical in a way that is healthy, balanced and moderate, rather than obsessive. Through understanding our character, we can love others in the way we behave towards them, which includes how we treat another when a relationship changes or ends. Bereavement is a profound change and grief can have a powerful effect on relationships which can challenge beliefs and values.

Core Theme Three links closely with the physical health and mental well-being aspect of the statutory guidance which states,

*“The aim of teaching pupils about physical health and mental well-being is to give them the information that they need to make good decisions about their own health and well-being. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.” [83]*





## CT3: Key Stage 1

	Pupils should grow to learn about:	
1	The belief that they have worth as a creation of God.	
2	That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self confidence.	
3	To recognise what they like and dislike, how to make real informed choices that improve their emotional and physical health to recognise that choices can have good and not so good consequences.	MW the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
4	Responsibilities for their own health which include physical health, such as why hand washing is important, why diet and exercise matter and the importance of dental care.	MW simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
5	How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises.	BS 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.
6	Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation.	
7	Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings.	MW how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. MW 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.
8	The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).	BS <i>Online relationships and behaviour is not covered in HRSE</i>

## CT3: Key Stage 2

	Pupils should have the opportunity to learn:	
1	That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal.	
2	That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.	MW simple self-care techniques
3	That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret.	CF 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.
4	That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media).	Links with Physical health and fitness, health eating, health and prevention.
5	About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults.	A key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual well-being including the key facts about the menstrual cycle.
6	To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable. unhealthy or risky way can come from many sources such as people they know and media.	IS key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. IS about menstrual well-being including the key facts about the menstrual cycle.
7	When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong.	MW 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 well-being or ability to control their emotions (including issues arising online). BS how to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice e.g. family, school and/or other sources.
8	That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle.	Could be specifically taught in relation to: OR how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

9	To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them.	MW 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.
10	About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. <i>For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.</i>	MW isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
11	To know that some rights are universal, these are human rights.	RR 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.
12	Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God.	
13	How British law plays a role in protecting human rights.	
14	Understanding that actions such as female genital mutilation (FGM) are abusive and a criminal breach of human rights and how to get support if they have fears for themselves or their peers.	BS how to report concerns or abuse, and the vocabulary and confidence needed to do so. BS where to get advice e.g. family, school and/or other sources.

# Areas in the Statutory Guidance not included in HRSE

The following areas require additional content to that in the HRSE programme of study or are not covered at all. However, many of them are already covered in PSHE lessons, science, computing, online safety and health and well-being teaching and learning.

PRIMARY AGE RANGE - AREAS NOT COVERED IN THE HRSE PROGRAMME OF STUDY
<p><b>ONLINE RELATIONSHIPS</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>BEING SAFE</b> areas requiring additional coverage are in red. Though many of the areas are covered in the Programme of Study, safeguarding requirements mean each school should check these areas are covered in the context of their own safeguarding policy with particular reference to online safety. Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. In a Catholic context, we teach our bodies are a precious gift.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult. This needs emphasising in each school's context.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse in their school context, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
<p><b>MENTAL WELL BEING</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>INTERNET SAFETY AND HARMS</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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 well-being.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p><b>PHYSICAL HEALTH AND FITNESS</b> Many areas are partially covered in Core Theme 3</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>HEALTHY EATING</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<p><b>DRUGS, ALCOHOL AND TOBACCO</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

#### HEALTH & 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.

#### 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