

Relationships, Sex and Health Education Policy



LOVE LEARN ACHIEVE

St John Fisher Mission Statement

The school, in partnership with parents, carers and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to grow in God's love, learning to be the best they can be in accordance with Christian values.

Approved by: Mrs. K. Blom

Date: November 2025

Last reviewed on: November 2025

Next review due by: November 2027

MISSION STATEMENT

Together we grow in God's love learning to be the best we can be.

The school, in partnership with parents and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to develop their talents in accordance with Christian values and principles and which, throughout all aspects of school life, presents Christ's ministry of love and reconciliation.

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

This policy is based on the following CES and Diocesan policies:

- Relationships and sex education (RSHE) and health education, DFE, 2020
- Archdiocese of Southwark Education in Human Love Policy Statement for Relationship & Sex Education October 2020
- A Model Policy for Relationships and Sex Education – CES,
- A Model Catholic Primary RSHE Curriculum- CES, 2019

Implementation and Review of Policy

This policy was implemented after an initial consultation with the Governors and parents.

It has been revised this year, as we have adopted a new scheme of work to support it. This policy will be reviewed every 2 years by the Senior Leadership Team, RE / RSHE Lead, PSHE Lead, the Governing Body and Staff.

Dissemination

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

DEFINING RELATIONSHIP, SEX AND HEALTH EDUCATION

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of themselves as sexual beings, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This includes the topics of:

- families and the people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe.

STATUTORY CURRICULUM REQUIREMENTS

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

RATIONALE

We are involved in Relationship, Sex and Health Education (RSHE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

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

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSHE will be firmly embedded in the PSHE (Personal, Social, Health & Economic) 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 Relationship, Sex and Health Education (RSHE) will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected and valued whatever household they come from. It will also prepare pupils for life in modern Britain.

AIMS AND OBJECTIVES OF RSHE

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 recognition of the impact of these on others.
- recognising and valuing their own sexual identity and that of others.
- celebrating the gift of life-long, self-giving love.
- recognising the importance of marriage and family life.
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments.
- loving and being loved, 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.
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

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

Our RSHE curriculum has at 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, reflect God's beauty and share in the divine creativity. In order that children may grow and develop healthily and as complete human beings, they must have an understanding of their gender and the implications for successful relationships. They must be at ease with themselves and grow in self-knowledge. A different aspect of the 'Ten:Ten Life to the Full' is explored in each year group and all are encouraged to marvel at the wonder and beauty of God's creative love.

INCLUSION

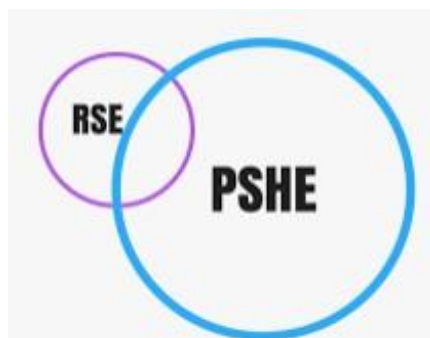
We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Pupils with particular difficulties whether of a physical or intellectual nature, will receive appropriate 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.

EQUALITIES

The RSHE programme at St. John Fisher reflects its commitment to the principle of equal opportunities in accordance with Government guidelines and Church teachings. This ensures the entitlement of all pupils, regardless of race, gender, sexual orientation or disability, to develop their self-esteem and self-identity and to enable a confident participation in the curriculum. We intend that the subject be taught so that the equal but different natures of men and women are not compromised. We will endeavour to provide male and female role models from varying cultures and backgrounds whenever possible. It is also our aim to ensure that this programme of study is culturally relevant, in order to address the different needs of all our pupils and be sensitive to individual personal circumstances.

PROGRAMME STRUCTURE, ORGANISATION AND DELIVERY OF THE TEN:TEN 'LIFE TO THE FULL PLUS' (PSHE & RSHE) CURRICULUM PSHE / Health and Wellbeing Education for Catholic primary schools

All statutory elements of the PSHE and relationships and sex education are covered through the Catholic RSHE scheme of work Ten:Ten '**Life to the Full Plus**'.



The 'Life to the Full Plus' programme is made up of 3 modules:

- Module 1: Created and Loved by God.
- Module 2: Created to Love Others.
- Module 3: Created to Live in Community.

Each module is then broken down into individual topics, which are taught across the year.

Module 1: Created and Loved by God			
Religious Understanding	Me, My Body, My Health	Emotional Well-being	Life Cycles

Module 2: Created to Love Others			
Religious Understanding	Personal Relationships	Life Online	Keeping Safe

Module 3: Created to Live in Community	
Religious Understanding	Living in the Wider World

Lessons include:

- Questions to consider
- Activities
- Pause & reflect
- Prayer and song

Appendices to this policy provide outline information about the programme. Detailed content for each year group has also been provided for parents.

Modules are age appropriate for each year group and phase. Each module begins with 'Religious Understanding' to ensure pupils can anchor their learning to the teachings of Christ. The use of prayer and prayer through song is implemented in all sessions.

Ten:Ten Resources also provide an online Parent Portal. This gives the parents an opportunity to view the materials being shared with their children and discuss topics with them to support and consolidate learning.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits (e.g., by the School Nurse, midwife, parent and baby) should complement the Federation's programme, 'Life to the Full'. Visitors are always accompanied by class teachers who would give guidance to ensure that sessions delivered by a visitor are respectful of the teaching of the Catholic Church. Further guidance on working with external visitors can be found in the Education

Commission's document: *'Guidance on visitors and external speakers working with pupils in Catholic schools in the Diocese.'*¹⁰ This is available on the following website and should be consulted before inviting external agencies or visitors into the school:

www.rcaoseducation.org.uk

Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

All class teachers will be responsible for delivering their section of the programme to their class.

In Years 5 and 6, it may be necessary to split the class by gender based upon the needs of the children. The Head Teacher will approve this if necessary.

Training

All staff involved in the delivery of RSHE lessons will be trained specifically in the teachings of the Catholic Church as well as the scheme itself. Teachers will be trained in how to respond to questions. All planning and resources will be monitored prior to the delivery of the lessons to ensure that they meet the requirements of the school's Catholic ethos and the teachings of the Church. This training will be repeated each year prior to the RSHE scheme being delivered.

ROLES AND RESPONSIBILITIES

Staff are responsible for:

- Delivering RSHE in a sensitive way, which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

RSHE / PSHE Lead

The delivery of RSHE is monitored by the RSHE and PSHE Leads by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires. Pupils' development in RSHE is monitored by class teachers as part of our internal informal assessment systems. The leads, with the head teacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training.

Head Teacher

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

The Governing Body

Governors have the legal responsibility of deciding whether or not RSHE should be taught in school. The Diocese advises that schools provide this education for the needs of its children. Governors, in consultation with staff and advisors are involved in the dialogue as to what materials might be used to teach RSHE and in reviewing the policy. The Governing body recognise their responsibility to:

- ensure that the RSHE programme follows Diocesan principles and reflects the Church's teaching.
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used.
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

The role of Parents

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task.
- Parents are consulted and kept informed of the RSHE Programme, including its contents, evaluation and review and any subsequent developments.

Parents have the right to withdraw their child from any RSHE lesson, after discussion with the head teacher, except for elements in the National Curriculum Science or Relationships and Health curriculum. However, parents must be aware that RSHE takes place at home, in the school playground, on TV and on the Internet, through the use of mobile devices, and in the media, so withdrawing a child from these lessons may result in the child having an incomplete and confused understanding of the issues and subject taught. The school seeks to help to educate children appropriately and with great sensitivity, to dispel myths and ignorance.

CHILDREN'S QUESTIONS

This policy aims to ensure that there is a healthy, positive atmosphere in which RSHE can take place, that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to a 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 our school's safeguarding policy and immediately inform the Designated Safeguarding Lead.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSHE 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 our school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g. parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents:

- Bullying policy
- Safeguarding Policy
- Inclusion Policy
- Relationships and Behaviour Policy

MONITORING AND EVALUATION

The RSHE and PSHE leaders will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated biannually by means of questionnaires, needs of pupils, discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

List of Appendices:

Appendix 1: Overview of content – 'Ten:Ten - Life to the Full Plus'

Appendix 2: DfE Relationships and Health Curriculum: 32 Primary Expectation

Appendix 1: Overview of content in 'Ten:Ten - Life to the Full' programme

PSHE & RSE Life to the Full

Term	Nursery	Reception
Autumn 1	Circle Time	Circle Time
	Settling in activities	Settling in activities
	Classroom rules	Classroom rules
	Circle time	Circle time
Autumn 2	EYFS 1.1.1 Handmade with Love	EYFS 1.1.1 Handmade with Love
Spring 1	EYFS 2.1.1 Role Model	EYFS 1.2.1 I Am Me
		EYFS 1.2.2 Heads, Shoulders, Knees and Toes
		EYFS 1.2.3 Ready Teddy?
Spring 2	EYFS 2.2.1 Who's Who?	EYFS 1.3.1 I Like, You Like, We All Like!
	EYFS 2.2.2 You've Got a Friend in Me	EYFS 1.3.2 All the Feelings!
	EYFS 2.2.3 Forever Friends	EYFS 1.3.3 Let's Get Real
Summer 1	EYFS 2.3.1 What is the Internet?	EYFS 1.4.1 Growing Up
	EYFS 2.3.2 Playing Online	EYFS 1.4.2 New People, New Places
	EYFS 2.4.1 Safe Inside and Out	
	EYFS 2.4.2 My Body, My Rules	
	EYFS 2.4.3 Feeling Poorly	
	EYFS 2.4.4 People Who Help Us	
Summer 2	EYFS 3.1.1 God is Love	EYFS 3.1.1 God is Love
	EYFS 3.1.2 Loving God, Loving Others	EYFS 3.1.2 Loving God, Loving Others
	EYFS 3.2.1 Me, You, Us	EYFS 3.2.1 Me, You, Us
		EYFS 3.2.2 When I Grow Up...
		EYFS 3.2.3 'Money Doesn't Grow On Trees'

PSHE & RSE Yearly Planner – Key Stage One at SJF for parents

Term	Year 1	Year 2
Autumn 1	Circle Time	Circle Time
	Settling in activities	Settling in activities
	Classroom rules	Classroom rules
	Circle time	Circle time
Autumn 2	KS1 1.1.1 Let the Children Come	KS1 1.1.1 Let the Children Come
	KS1 2.1.1 God Loves You	
Spring 1	KS1 2.2.1 Special People	KS1 1.2.1 I Am Unique
	KS1 2.2.2 Treat Others Well...	KS1 1.2.2 Girls and Boys – genitalia named
	KS1 2.2.3 ...And Say Sorry	KS1 1.2.3 Clean and Healthy (My Body)
Spring 2	KS1 2.4.1 Good and Bad Secrets	KS1 1.3.1 Feelings, Likes and Dislikes
	KS1 2.4.2 Physical Contact	KS1 1.3.2 Feeling Inside Out
	KS1 2.4.3 Harmful Substances	KS1 1.3.3 Super Susie Gets Angry
	KS1 2.4.4 Can You Help Me? (Part 1)	
	KS1 2.4.5 Can You Help Me? (Part 2)	
	KS1 2.4.1 Good and Bad Secrets	
	KS1 2.4.2 Physical Contact	
Summer 1	KS1 3.1.1 Three in One	KS1 1.4.1 The Cycle of Life
	KS1 3.1.2 Who Is My Neighbour?	KS1 1.4.2 Beginnings and Endings
		KS1 1.4.3 Change Is All Around
		KS1 2.3.1 Real Life Online
		KS1 2.3.2 Rules To Help Us
Summer 2	KS1 3.2.1 The Communities We Live In	KS1 3.1.1 Three in One
	KS1 3.2.2 Who Will I Be?	KS1 3.1.2 Who Is My Neighbour?
		KS1 3.2.1 The Communities We Live In
		KS1 3.2.3 Needs and Wants

PSHE & RSE Yearly Planner – Lower Key Stage Two at SJF for parents

Term	Year 3	Year 4
Autumn 1	Circle Time	Circle Time
	Settling in activities	Settling in activities
	Classroom rules	Classroom rules
	Circle time	Circle time
Autumn 2	LKS2 1.1.1 Get Up!	LKS2 1.1.1 Get Up!
	LKS2 1.1.2 The Sacraments	
	LKS2 2.1.1 Jesus, My Friend	
Spring 1	LKS2 2.2.1 Family, Friends and Others	LKS2 1.2.1 We Don't HAVE To Be The Same
	LKS2 2.2.2 When Things Feel Bad	LKS2 1.2.2 Respecting Our Bodies
		LKS2 1.2.3 What is Puberty? Year 4 only – <i>emotions, changes</i>
	LKS2 2.3.1 Sharing Online	LKS2 1.2.4 Changing Bodies Year 4 only – <i>genitalia named, hormones, mentions periods</i>
	LKS2 2.3.2 Chatting Online	LKS2 1.2.5 Male/Female Discussion Groups
Spring 2	LKS2 2.4.1 Safe In My Body	LKS2 1.3.1 What Am I Feeling?
	LKS2 2.4.2 Drugs, Alcohol and Tobacco	LKS2 1.3.2 What Am I Looking At?
	LKS2 2.4.3 First Aid Heroes	LKS2 1.3.3 I Am Thankful!
	LKS2 2.4.4 Rights and Responsibilities	
	LKS2 2.4.1 Safe In My Body	
Summer 1	LKS2 3.1.1 A Community of Love	LKS2 1.4.1 Life Cycles – <i>sperm, egg, conception, life cycle</i>
	LKS2 3.1.2 What is the Church?	LKS2 1.4.2 A Time for Everything
		LKS2 1.4.3 Big Changes, Little Changes
Summer 2	LKS2 3.2.1 How Do I Love Others?	LKS2 3.1.1 A Community of Love
	LKS2 3.2.2 Working Together	LKS2 3.1.2 What is the Church?
		LKS2 3.2.1 How Do I Love Others?
		LKS2 3.2.3 Money Matters

PSHE & RSE Yearly Planner – Upper Key Stage Two at SJF for parents

Term	Year 5	Year 6
Autumn 1	Circle Time	Circle Time
	Settling in activities	Settling in activities
	Classroom rules	Classroom rules
	Circle time	Circle time
Autumn 2	UKS2 1.1.1 Calming the Storm	UKS2 1.1.1 Calming the Storm
	UKS2 2.1.1 God Is Calling You	
	UKS2 1.2.1 Gifts and Talents	
	UKS2 1.2.2 Girls' Bodies – <i>genitalia named</i>	
	UKS2 1.2.3 Boys' Bodies – <i>genitalia named</i>	
	UKS2 1.2.4 Spots and Sleep	
Spring 1	UKS2 2.2.1 Under Pressure	UKS2 1.3.1 Body Image
	UKS2 2.2.2 Do You Want a Piece of Cake? – <i>consent</i>	UKS2 1.3.2 Peculiar Feelings – <i>role models and feelings</i>
	UKS2 2.2.3 Self-Talk – <i>being positive</i>	UKS2 1.3.3 Emotional Changes
		UKS2 1.3.4 Seeing Stuff Online
	UKS2 2.3.1 Sharing Isn't Always Caring	
	UKS2 2.3.2 Cyberbullying	
Spring 2	UKS2 1.4.3 Menstruation – <i>periods explained</i>	UKS2 1.4.1 Making Babies (Part 1) – <i>sperm, egg, conception</i>
		UKS2 1.4.2 Making Babies (Part 2) * Optional opt out - <i>parent explaining facts of life to their child</i>
	UKS2 2.4.1 Types of Abuse – <i>explained, including FGM</i>	
	UKS2 2.4.2 Impacted Lifestyles	
	UKS2 2.4.3 Making Good Choices	UKS2 1.4.4 Hope Beyond Death
	UKS2 2.4.4 Giving Assistance	UKS2 1.4.5 Coping with Change
Summer 1	UKS2 3.1.1 The Holy Trinity	UKS2 2.2.4 Build Others Up
	UKS2 3.1.2 Catholic Social Teaching	
		UKS2 3.1.1 The Holy Trinity
Summer 2		UKS2 3.1.2 Catholic Social Teaching
	UKS2 3.2.1 Reaching Out	UKS2 3.2.1 Reaching Out
	UKS2 3.2.2 The World of Work	UKS2 2.3.3 Money and Me

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

APPENDIX 3:

FREQUENTLY ASKED QUESTIONS

1. Does the programme contain LGBT content?

Many parents are keen to know if the programme contains LGBT content and what that is. Here is a brief summary of our approach:

- Life to the Full is inclusive of all children, families and teaching staff.
- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc.) and it celebrates the family unit in whatever form it takes.
- Individual schools can build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed.
- In Upper Key Stage Two, the presenters on film say that some children have “two mums and two dads” as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme.
- The programme does not explicitly refer to transgenderism.
- The programme emphasises very strongly, the dignity of every person as being created and loved by God – it examines difference and bullying, but does not explicitly highlight LGBT people within this context. However, this is a topic that often comes up within a class discussion.
- The only reference to sexual intimacy is in the optional Upper Key Stage Two session ‘Making Babies: Part 2’. In this session, sexual intimacy is discussed within the context of a heterosexual, Christian marriage.

This teaching is in line with the statutory guidance from the Department for Education.

2. Can I withdraw my child from the lessons?

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

However, some primary schools may also choose to teach aspects of ‘Sex Education’, which means teaching about sexual intimacy. Parents retain the right to withdraw children from ‘Sex Education’ lessons in primary schools, but not that taught as part of the Science curriculum.

3. Will parents be informed prior to lessons being taught?

Parents will receive the RSE scheme of work for their child’s year group. We will endeavour to share our timetable with parents to support the programme at home.

4. I am worried that the education around sexual intimacy at Year 6 is maybe too early.

As mentioned in question 2, parents have the option to withdraw their children from one specific lesson that teach sexual intimacy. This is in Year 6 – Making Babies (Part 2) lesson.

It is important to keep in mind that children who do not attend these lessons become curious to what other children have been learning in their absence. Children explaining to other children in the playground or on the way home cannot be monitored.

5. Will my child learn about sex in Year 1?

No. Sexual intimacy is only taught in one lesson in Year 6. This lesson is optional and parents can exclude their child from this session. It is important to keep in mind that children who do not attend these lessons become curious to what other children have been learning in their absence. Children explaining to other children in the playground or on the way home cannot be monitored.

6. Is Year 4 too early to be teaching about puberty and changes in the in human body?

Puberty will be taught in Year 4 at the earliest.

7. What is being done to tailor the programme for children with Special Educational Needs?

The Life to the Full scheme of work has differentiated activities for children who may need to learn about certain aspects in a different way to their peers. Teachers will inform and work alongside the parents of particular children to ensure the programme meets the needs of all pupils.

8. Will boys and girls be in the same sessions?

In any taught sessions that fall under the category of 'Sex Education', children will be taught together and at times will be split into boy and girl groups. These sessions will also be led by class teachers. This approach has been used in Year 6 for many years and is very effective.