

St Peter's R.C. Primary School RSHE Policy



Policy	RSHE
Date	30/03/2023
Date of review	30/03/2025
Signed Chair of Governors	<i>Eugene McCarthy</i>
Signed Headteacher	<i>Clare Scott</i>

Curriculum Summary Statement

In this policy the Governors and teachers, in partnership with pupils and their parents (a consultation with parents and carers was undertaken in March 2023) have set out their rationale and curriculum intentions about the teaching of Relationships and Health Education (RSHE) at St Peter's Catholic Primary School, as outlined in the statutory sections of the Primary National Curriculum from September 2020. Please note that Relationships and Sex Education is taught in secondary schools and Relationships and Health Education is taught in primary schools. Any non-statutory material in the primary curriculum has been carefully considered in partnership with parents and carers.

All content from the TenTen RSHE Programme of study 'Life to the Full' and any cross over PSHE curriculum content from the Twinkl Life Education Curriculum is carefully scrutinised to ensure the school is fully compliant with statutory requirements.

However,

Parents have the right to withdraw their children from Relationships, Sex, Health and Education except in those elements which are required by the National Curriculum science orders.

Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher.

The school will support by providing material for parents to help the children with their learning. For the purpose of clarity in this policy, in order to include the National Curriculum Science Orders which may be included in some teaching units of Relationships, Sex and Health Education, we will use the acronym **RSHE** going forward through this policy.

Implementation and Review of Policy

Implementation of the policy began in the summer term 2023 after consultation with parents and carers (March 2023). The Governors of the school ratified the policy for implementation over the summer term 2023; in order that the full curriculum commence from September 2023. This policy will be reviewed every two years by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff. The next review date is spring term 2025.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSHE curriculum will also be published on the school's web site – see RSHE webpage in the Curriculum section of the website.

Defining Relationship, Sex and Health Education

The DFE guidance defines RSHE 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 RSHE 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.) This guidance is applicable to secondary and primary maintained schools.

Statutory Curriculum Requirements

In schools 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

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to 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 Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. 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 PSHE framework as it is concerned with nurturing human wholeness and integral to the

physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

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 RSHE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that 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, to provide children and young people with a "positive and prudent sexual education"^[2] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and 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.

To develop the following **personal and social skills**:

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

To **know and understand**:

- the Church's teaching on relationships;
- 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;
- age related facts about human reproduction, how love is expressed and is an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life;

Inclusion and Differentiated learning

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.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSHE

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships curriculum. The school is using TenTen Resources, which fall fully into line with this policy. The structure of the programme is outlined in the following overview:

Programme Structure (TenTen Resources)

In 'Life to the Full', we will be following a three-stage structure which is repeated across three different learning stages:

- EYFS is aimed at Nursery and Reception
- Key Stage One is aimed at Years 1 and 2*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

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

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

Each Module is then broken down into Units of Work.

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

Sex Education (Year 6 Only – these are the only lessons that parents can withdraw their children from)

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education, we have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these specific additional lessons, as outlined below.

Definition of Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science

Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the RSHE policy, including specific references to our additional Sex Education provision within RSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views, they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy.

From summer term 2023 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6. If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home.

Parents were consulted before this policy was drafted and ratified by the governors. Parents are able to view the resources used by the school in the RSHE programme, through the online portal. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents have the right to withdraw their children from the non- statutory sex education taught in Year 6, except in those elements which are required by the National Curriculum science orders.

Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

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

Responsibility for teaching the programme

Responsibility for the specific relationships education programme lays with the Headteacher and her Senior Leadership Team. The Science Coordinator will also play an integral role in the development of the curriculum and policy.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE 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.

External Visitors

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

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'^[4].

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RSHE

Governors

- 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 RSHE within PSHE.

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 and the Local Education Authority, also appropriate agencies.

PSHE/RSHE Co-ordinator

The co-ordinator with the head teacher has 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.

All Staff

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. 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.

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 (for example, Bullying Policy, Safeguarding Policy etc)

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.

Learning about RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

Children's questions

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. 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. The governors 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.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

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 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.

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 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

Monitoring and evaluation

The RSHE Co-ordinator 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 / response sheets/needs assessment given to pupils, and / or by 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.

[1] Sex and Relationship Education Guidance, DfE, 2000

[2] *ibid*

[3] *Gravissimum Educationis* 1

[4] Protocol for Visitors to Catholic Schools, CES, Feb. 2011



Appendix 1

Parent Request for Withdrawal from Sex Education Lessons

To be completed by parents

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school

Agreed actions from discussion with parents	

APPENDIX 2

RSHE Curriculum Map



EYFS

Term	Module and Unit	Session Title
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love
	EYFS, Module 1, Unit 2	Session 1: I Am Me
		Session 2: Heads, Shoulders, Knees and Toes
		Session 3: Ready Teddy?
Spring I	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!
		Session 2: Good Feelings, Bad Feelings
		Session 3: Let's Get Real
	EYFS, Module 1, Unit 4	Session 1: Growing Up
Spring II and Summer I	EYFS, Module 2, Unit 1	Session 1: Role Model
	EYFS, Module 2, Unit 2	Session 1: Who's Who?
		Session 2: You've Got A Friend in Me
		Session 3: Forever Friends
	EYFS, Module 2, Unit 3	Session 1: Safe Inside and Out
		Session 2: My Body, My Rules
Summer II	EYFS, Module 3, Unit 1	Session 3: Feeling Poorly
		Session 4: People Who Help Us
	EYFS, Module 3, Unit 2	Session 1: God is Love
		Session 2: Loving God, Loving Others
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us

KS1

YEAR 1 & 2

Term	Module and Unit	Session Title
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come
	KS1, Module 1, Unit 2	Session 1: I Am Unique
		Session 2: Girls and Boys
		Session 3&4: Clean and Healthy (My Body)
Spring I	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes
		Session 2: Feeling Inside Out
		Session 3: Super Susie Gets Angry
	KS1 Module 1 Unit 4	Session 1: The Cycle of Life
Spring II	KS1, Module 2, Unit 1	Session 1: God Loves You
	KS1, Module 2, Unit 2	Session 1: Special People
		Session 2: Treat Others Well...
		Session 3: ...and Say Sorry
Summer I	KS1, Module 2, Unit 3	Session 1: Being Safe
		Session 2: Good and Bad Secrets
		Session 3: Physical Contact
		Session 5: Can You Help Me? (Part 1)
		Session 6: Can You Help Me? (Part 2)
Summer II	KS1, Module 3, Unit 1	Session 1: Three In One
		Session 2: Who is My Neighbour?
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In

LKS2

YEAR 3 & 4

Term	Module and Unit	Session Title
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: Get Up!
		Session 2: The Sacraments
	LKS2 Module 1, Unit 2	Session 1: We Don't Have to be the Same
		Session 2: Respecting our Bodies
		Session 3: What is Puberty?
		Session 4: Changing Bodies
	Spring I	LKS2 Module 1, Unit 3
Session 2: What Am I Looking At?		
Session 3: I Am Thankful		
LKS2 Module 1, Unit 4		Session 1: Life Cycles
Spring II	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend
	LKS2 Module 2, Unit 2	Session 1: Friends, Family and Others...
		Session 2: When Things Feel Bad
Summer I	LKS2 Module 2, Unit 3	Session 1: Sharing Online
		Session 2: Chatting Online
		Session 3: Safe In My Body
		Session 5: First Aid Heroes
Summer II	LKS2 Module 3, Unit 1	Session 1: A Community of Love
		Session 2: What is the Church?
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?

UKS2 YEAR 5

Term	Module and Unit	Session Title
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm
	UKS2 Module 1, Unit 2	Session 1: Gifts and Talents
		Session 2: Girls' Bodies
		Session 3: Boys' Bodies
	Session 4: Spots and Sleep	
Spring I	UKS2 Module 1, Unit 3	Session 1: Body Image

		Session 2: Peculiar Feelings
		Session 3: Emotional Changes
Spring II	UKS2 Module 2, Unit 1	Session 1: Is God Calling You?
	UKS2 Module 2, Unit 2	Session 1: Under Pressure
Session 2: Do You Want A Piece of Cake?		
Session 3: Self-Talk		
Summer I	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring
		Session 2: Cyberbullying
		Session 6: Giving Assistance

Term	Module and Unit	Session Title
Summer II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity
		Session 2: Catholic Social Teaching
	UKS2 Module 3, Unit 2	Session 1: Reaching Out

UKS2 YEAR 6

Term	Module and Unit	Session Title
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm
	UKS2 Module 1, Unit 2	Session 1: Gifts and Talents
		Session 2: Girls' Bodies
		Session 3: Boys' Bodies
	Session 4: Spots and Sleep	
Spring I	UKS2 Module 1, Unit 3	Session 1: Body Image
		Session 2: Peculiar Feelings
		Session 3: Emotional Changes
		Session 4: Seeing Stuff Online YEAR 6 ONLY
	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1) YEAR 6 ONLY
		Session 2: Making Babies (Part 2) YEAR 6 ONLY
		Session 3: Menstruation YEAR 6 ONLY
Spring II	UKS2 Module 2, Unit 1	Session 1: Is God Calling You?
	UKS2 Module 2, Unit 2	Session 1: Under Pressure
		Session 2: Do You Want A Piece of Cake?
		Session 3: Self-Talk
	Session 4: Build Others Up YEAR 6 ONLY	
Summer I	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring
		Session 2: Cyberbullying
		Session 3: Types of Abuse YEAR 6 ONLY
		Session 4: Impacted Lifestyles YEAR 6 ONLY
		Session 5: Making Good Choices YEAR 6 ONLY
		Session 6: Giving Assistance

Term	Module and Unit	Session Title
Summer II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity
		Session 2: Catholic Social Teaching
	UKS2 Module 3, Unit 2	Session 1: Reaching Out

APPENDIX 3

Report on Parent Consultation Survey RHE

Report completed by:	Mrs Fiona Sapiano
Date:	27/03/2023

During the consultation period we received 63 completed surveys from families in the school. After analysing the surveys, the following information was collected.

In response to this question, these were the percentages next to each statement.

1. I understand what my child will be taught and when.

Strongly agree **36%** Agree **43%** Undecided **11%** Disagree **2%** Strongly disagree **8%**

Therefore, the majority agree and any concerns raised were addressed directly with parents by Mrs Sapiano.

Based on the responses from parents and teachers we are confident that Life to the Full is the appropriate programme for our school and so this is the scheme we will follow to teach RHE at St Peter's.

In response to this question, these were the percentages next to each statement.

2. I am comfortable with the Catholic ethos of the programme.

Strongly agree **42%** Agree **49%** Undecided **4%** Disagree **0%** Strongly disagree **5%**

Therefore, the majority agree and any concerns raised were addressed directly with parents by Mrs Sapiano.

Based on the responses from parents and teachers we are confident that Life to the Full is the appropriate programme for our school and so this is the scheme we will follow to teach RHE at St Peter's.

In response to this question, these were the percentages next to each statement.

3. I trust my school's judgment in delivering this programme.

Strongly agree **40%** Agree **45%** Undecided **6%** Disagree **2%** Strongly disagree **7%**

Therefore, the majority agree and any concerns raised were addressed directly with parents by Mrs Sapiano.

Based on the responses from parents and teachers we are confident that Life to the Full is the appropriate programme for our school and so this is the scheme we will follow to teach RHE at St Peter's.

In response to this question, these were the percentages next to each statement.

4. I feel that my child will need additional support in understanding some of this content.

Strongly agree **4%** Agree **2%** Undecided **12%** Disagree **82%** Strongly disagree **0%**

Therefore, the majority of parents felt that their child/ren would not need any additional support. Any that did have been asked to raise it with their class teacher.

In response to this question, these were the percentages next to each statement.

5. I understand and accept that my role is as the 'first educator' of my child on matters related to teaching human sexuality.

Strongly agree **68%** Agree **31%** Undecided **0%** Disagree **0%** Strongly disagree **1%**

Therefore, the majority of parents agree with the principles of this programme which are in line with the Catholic teaching that parents have the role of "first educator" on matters relating to the teaching of human sexuality.

In response to this question, these were the percentages next to each statement.

6. I would value further support from school about how to talk to my child about sensitive issues.

Strongly agree **6%** Agree **79%** Undecided **2%** Disagree **3%** Strongly disagree **10%**

Any parents that have requested support have been advised to look at resources available in the parent portal or speak with the class teacher or Mrs Sapiano as subject leader.

The option to teach some elements of the programme is left to the discretion of schools in consultation with parents. These areas are called 'Key Decisions' and cover the discussion of genitalia (KS1- Year1), puberty (LKS2- Year 4) and sexual intimacy (UKS2- Year 6).

In response to this question, these were the percentages next to each statement.

7. I approve of my child learning the names of external genitalia in KS1.

Strongly agree **13%** Agree **78%** Undecided **3%** Disagree **0%** Strongly disagree **6%**

Therefore, the majority of parents agree and understand the importance of children learning the names of external genitalia from Year 1. Any concerns from parents were addressed directly by Mrs Sapiano.

The St Peter's RHE policy will include the teaching of naming external genitalia from Year 1.

In response to this question, these were the percentages next to each statement.

8. I think Year 4 is a good time to start learning about physical changes during puberty.

Strongly agree **74%** Agree **13%** Undecided **1%** Disagree **3%** Strongly disagree **9%**

Comments by parents actually reflected that many children are starting puberty earlier and that Year 3 is a good time to adequately begin to prepare children about physical changes to their body. Any concerns from parents were addressed directly with Mrs Sapiano.

The St Peter's RHE policy will include learning about physical changes during puberty from Year 3.

In response to this question, these were the percentages next to each statement.

9. I am happy for my child to be taught about sexual intimacy in Year 6 ONLY, in a way that is respectful of Catholic beliefs.

Strongly agree **41%** Agree **43%** Undecided **7%** Disagree **3%** Strongly disagree **6%**

The majority of parents agreed that it is important for children from year 6 to be taught about sexual intimacy.

Our RHE policy will include the teaching about sexual intimacy for year 6 pupils.

As this is not part of the statutory curriculum our RHE policy will still require parents to give consent for their year 6 child to take part in these lessons. Parents will still have the right to withdraw their child from these lessons. The school will strongly encourage parents to consent to their child taking part in these lessons as part of the full RHE curriculum, which is taught in a sensitive way, using resources which are in line with Catholic beliefs and teaching.

In response to this question, these were the percentages next to each statement.

10. I think it is important that pornography is covered from an internet safety perspective in KS2.

Strongly agree **28%** Agree **49%** Undecided **9%** Disagree **3%** Strongly disagree **11%**

The majority of parents agreed that it is important for older children from year 6 to be taught about pornography from an internet safety perspective.

Any concerns from parents were addressed directly with Mrs Sapiano.

Our RHE policy will include the teaching about pornography from an internet safety perspective for year 6 pupils.