

RSHE POLICY

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Rationale

Relationships, sex and health education (RShE) has an important context from a Christian perspective and links to beliefs about God's relationship with the human person. This belief is centred on the unique dignity of the human person made in the image and likeness of God. This underpins the approach to education in all Catholic schools. St Joseph's Catholic Primary School's 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 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 is therefore firmly placed 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 RSE will be taught 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.

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO
THE FULL' (Jn.10.10)

Aims

Our RSHE 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 dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted through our RSHE teaching: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Our Mission Statement commits us to show kindness and compassion to others in a respectful and inclusive way.

More broadly the school's guiding principles mean that we are committed 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 and selfworth, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

At St Joseph's Catholic Primary School we frame our mission around the six core virtues of the school. These virtues are the core of the school's Christian ethos and can be broadly interpreted within the aims this RSHE Policy in the following ways:

Love and kindness

- To recognise God's call to love others with a proper respect for their dignity and the dignity of the human body
- To help children understand what we mean by love and how this is interpreted in our relationships with others.

Peace

- To foster an ethos of trust between all adults and children within the school.
- To ensure that confidentiality is a whole school issue and that in lessons ground rules are set for the protection of all.
- To enable children to live out their faith through forming loving relationships in its broadest context.

Curiosity

- To enable children to understand the choices they have with respect to their relationships with others.
- For children understand themselves, their feelings and be able to talk about these openly.

Resilience

- To enable pupils to see where there relationships fit with others and to see that communication and compromise are essential in healthy and lasting relationships.
- To help children see that relationships have ups and downs and that strong relationships need time and energy
- To ensure that if there are child protection issues then the correct procedure is followed as outlined in the school's Child Protection policy.
- To enable all children to see themselves as images of God who have value and deserve to be treated with respect, kindness and consideration.

Respect

- To enable children to recognise that strong and sustaining relationships are built on respect and where both parties see themselves as equal, caring partners in union.
- To encourage children to value themselves as well as others.
- To understand that within relationships there are boundaries and to be empowered to so "no" within these.
- To enable children to recognise their own uniqueness and the uniqueness of others and to respect that we express love for others in different ways.

Aspiration • That the school provides our children with “positive and prudent sexual education”¹ compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

- That children have a positive view of loving and caring relationships and that where they have a union with others, they aspire that this relationship is positive, fulfilling and long lasting.

Scope of relationship and sex education policy

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”². The St Joseph’s School RSHE Policy 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 St Joseph’s Catholic Primary School our focus is on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.”³ This includes the topics of families and the people of who care for a child, caring friendships, respectful relationships, online relationships and being safe.

Statutory curriculum requirements

St Joseph’s Catholic Primary School is legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. These include:

- Y1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Y2: Notice that animals, including humans, have offspring which grow into adults.
- Y5: describe the life process of reproduction in some plants and animals.
- Y5: describe the changes, as humans develop to old age.

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;

¹ *Gravissimum Educationis* 1

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

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

Outcomes

Inclusion and differentiated learning

St Joseph's Catholic Primary School will ensure RSHE is sensitive to the different needs of pupils with respect to their abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and that this is taught in a way that does not subject pupils to discrimination. Lessons will help children to realise and understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying), use of prejudice-based language and how to respond to these and ask for help.

Equalities obligations

The governing at St Joseph's Catholic Primary School have wider responsibilities under the Equalities Act 2010 and will ensure that the school strives to do the best for all 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 RSE

The three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided through four inter-related dimensions. These are:

- Through the development of the school's ethos;
- Cross-curricular learning opportunities;
- Specific relationships learning opportunities; • Specific sex education learning opportunities.

Programme / resources

The school uses core resources for PSHE, RSHE and the Science curriculum. These are detailed on the school's website and can be made available as hard copies by requesting these from the school office.

Associated policies linked to this policy include the school's:

- Behaviour Policy;
- Anti Bullying Policy and Anti Bullying Statement;
- Safeguarding Policy and associated procedures;
- PSHE Policy;
- Early Years Foundation Stage Policy;
- Science Policy.

Teaching strategies will include:

- establishing ground rules;
- distancing techniques;
- discussion;
- project learning;
- reflection;
- experiential;
- active;
- brainstorming;
- film & video;
- group work;
- role-play;
- trigger drawings;
- values clarification.

Assessment

Formative assessment of RSHE will be through ongoing pupil discussions, the use of pre and post unit mind maps, floor books and pupils own recording.

Summative assessment will be through ongoing assessments linked to end of unit assessments.

School leadership will report the outcomes of assessments to governors and other stakeholders through leadership reports and end of year reviews.

Parents and carers

We recognise that parents and carers 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 and in workshops with a view to helping parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered and will be invited to attend briefing meetings where they can learn more about the school's programmes of study. St Joseph's Catholic Primary School will do this so that parents can be prepared to talk and answer questions that their children may have.

Parents will be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders (see above) or where curriculum content is seen to be necessary for a child's safety and wellbeing. Parents do not have the right to withdraw their child from the health or relationships elements of the RSE curriculum.

Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support for these parents by ensuring that material are made available to them to help their children with this learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed and see children's out of school or personal access to alternative information sources such as the internet, social media and popular media as less controlled and potentially susceptible to misinformation. Please refer to the DfE guidance for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Balanced curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, St Joseph's Catholic Primary School will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lies with the schools RE, PSHE and Science Subject Leaders and will be delivered by the school's class teachers at an appropriate developmental level.

To this end, 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

St Joseph's Catholic Primary School will often 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 'Checklist for External Speakers to 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.

Roles and responsibilities regarding RSHE Governors

- to work with key school leaders to draw up the RSHE Policy, in consultation with parents and other 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 Christian beliefs;
- ensure that parents know of their right to withdraw their children from certain elements of the RSHE curriculum;
- 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.

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 and other appropriate agencies.

PSHE and RE Subject Leader

The PSHE and RE Subject Leader along with the head teacher has a general responsibility for supporting members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSHE is a whole school area of learning. All teachers have a responsibility of care. As well as fostering academic progress they also contribute to the guardianship and guidance of the physical, moral and spiritual well-being of pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

⁴ CES Checklist for External Speakers to Schools, 2016

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 (Anti Bullying Policy, Behaviour Policy SEND Policy and Safeguarding Policy)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve knowledge, understanding and skills specifically related to their level of maturity or stage of development.

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 RSE 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

St Joseph's Catholic School recognises that there may be sensitive or controversial issues in the field of RSHE. These may relate to 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion, (See also Relationships Education, Relationships and Sex Education

(RSHE) and Health Education, Managing difficult questions, Page 23 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. These questions will be answered either privately, in consultation with parents or children's services or addressed through following the school's safeguarding procedures.

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. As outlined above such discussion may 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, staff, parents and pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in RSHE, will have the best interests of pupils at heart and will support pupil's:

- knowledge and understanding of relationships and sex
- development of appropriate personal and social skills

- to be 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 will not offer unconditional confidentiality, in matters which are illegal or abusive. 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

Policy Development and Review

In formulating and reviewing this policy the school will consult with:

- pupil focus groups / school council
- parents and carers through questionnaires and information meetings.
- staff to review the RSHE curriculum content
- the wider school community e.g. school nurse
- school governors

Implementation and Review of Policy

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.

Dissemination

This policy will be given to all members of the Governing Body, and all teaching and non-teaching staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

Appendix 1

Ref: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers \(2019\)](#)

Published 25 June 2019, Last updated 25 July 2019

Sex Education (Primary)

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about **relationships** and **health**, including puberty. The **national curriculum** for **science** also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, **head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science**. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

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Appendix 2

Ref: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers \(2019\)](#)

Published 25 June 2019, Last updated 25 July 2019

Relationships and Health Education (Primary)

By the end of the primary phase pupils will know:

Families and people who care for me Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.

- the importance of self-respect and how this links to their own happiness.
- 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.
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships Pupils
should know

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe
Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

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Appendix 3

Ref: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers \(2019\)](#)

Published 25 June 2019, Last updated 25 July 2019

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.
46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.
49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

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Theme 1: Created and Loved by God

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	Pupils should be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

EYFS & KS1

KS2

Me, my body and my health	Pupils should be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating 1.1.3.7. To understand the harm that excessive time spent online can have physical and mental wellbeing.	Pupils should be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty, including the menstrual cycle 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming: penis, vulva, vagina, testicles, scrotum, nipples My health 2.1.3.8. How to make informed choices that have an impact on their health and what constitutes a healthy life-style, including physical activity, dental health and healthy eating 2.1.3.9. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug-taking. 2.1.3.10. To understand the harm that excessive time spent online can have physical and mental wellbeing.
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Emotional well-being and attitudes	Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	Pupils should be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings and know when to seek help when emotions become overwhelming 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media and changing friendships) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves and others Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources
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EYFS & KS1

Life cycles and fertility	Pupils should be taught: Life cycles 1.1.5.1. That there are life stages from birth to death	Pupils should be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age) Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova
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Theme 2: Created to love others

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, “please” and “thank you” 1.2.1.6. Honest, able to tell the difference between truth and lies	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain caring friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	Pupils should be taught: 1.2.2.1. We are part of God’s family 1.2.2.2. All families and people who care for me are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	Pupils should be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

Personal Relationships	Pupils should be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Family units should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	Pupils should be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. How to respond appropriately to bullying (including cyber-bullying) and an awareness of responsible use of technology 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes
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Keeping safe and people who can help me	Pupils should be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their “private parts” for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. People who can help me 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	Pupils should be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships People who can help me 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard
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Theme 3: Created to live in community (local, national and global)

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	In a Catholic school, pupils are growing to be: 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the importance of human communities	Pupils should be taught: 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	Pupils should be taught: 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ
Living in the wider world	Pupils should be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	Pupils should be taught: 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another