

# ST PETER'S CATHOLIC PRIMARY SCHOOL

## DIOCESE OF ARUNDEL AND BRIGHTON

Sullington Way, Shoreham by Sea, West Sussex, BN43 6PJ

Tel: 01273 454066

e-mail: [office@stpetersshoreham.co.uk](mailto:office@stpetersshoreham.co.uk)

website: [www.stpeterscatholicprimary.com](http://www.stpeterscatholicprimary.com)

Head of school: Matthew English

<b>Approved by</b>	Head of School- Matthew English
<b>Date of Approval</b>	Autumn term 2024

# Relationship, Sex and Health Education Policy

## Additional Content Appendices

### To be read in line with BOSCO RSHE Policy

#### **Appendix 1 Sex Education**

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils. Teachers will use 'Ten:Ten- Life To The Full'.

#### **Key Stage 1 (5-7) Statutory**

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

Notice that animals, including humans, have offspring which grow into adults;

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air);

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

#### **Notes and Guidance (non-statutory)**

The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

#### **Key Stage 2 (7 – 11) Statutory**

Describe the changes as humans develop to old age.

#### **Notes and Guidance (non-statutory)**

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Statutory**

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Notes and Guidance (non-statutory)**

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

## **Appendix 2 Ten:Ten 'Life to the Full' scheme**

The programme adopts a spiral curriculum approach so that as children go through the programme year after-year, the learning will develop and grow, with each stage building on the last.

### **Module One: Created and Loved by God**

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. In these sessions, we explore:

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, puberty and changing bodies (delivered to Year 4), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

### **Module Two: Created to Love Others**

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Key Stage One – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions. Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

Upper Key Stage Two – The sessions for UKS2 in the ‘Personal Relationships’ module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

### **Module Three: Created to Live in Community**

Finally, Module Three: Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

## Life to the Full - Overview

### EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
<b>EYFS</b>	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Handmade With Love	<b>Session 1</b> I Am Me	<b>Session 1</b> I Like, You Like, We All Like!	<b>Session 1</b> Growing Up	<b>Session 1</b> Role Model	<b>Session 1</b> Who's Who?	<b>Session 1</b> What is the Internet?	<b>Session 1</b> Safe Inside and Out	<b>Session 1</b> God is Love	<b>Session 1</b> Me, You, Us
		<b>Session 2</b> Heads, Shoulders, Knees and Toes	<b>Session 2</b> All the Feelings!			<b>Session 2</b> You've Got A Friend In Me	<b>Session 2</b> Playing Online	<b>Session 2</b> My Body, My Rules	<b>Session 2</b> Loving God, Loving Others	
		<b>Session 3</b> Ready Teddy?	<b>Session 3</b> Let's Get Real			<b>Session 3</b> Forever Friends		<b>Session 3</b> Feeling Poorly		
								<b>Session 4</b> People Who Help Us		

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KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Let the Children Come	<b>Session 1</b> I am Unique	<b>Session 1</b> Feelings, Likes and Dislikes	<b>Session 1</b> The Cycle of Life	<b>Session 1</b> God Loves You	<b>Session 1</b> Special People	<b>Session 1</b> Real Life Online	<b>Session 1</b> Good and Bad Secrets	<b>Session 1</b> Three In One	<b>Session 1</b> The Communities We Live In
		<b>Session 2</b> Girls and Boys	<b>Session 2</b> Feeling Inside Out	<b>Session 2:</b> Beginnings and Endings		<b>Session 2</b> Treat Others Well...	<b>Session 2</b> Rules To Help Us	<b>Session 2</b> Physical Contact	<b>Session 2</b> Who is My Neighbour?	
		<b>Session 3</b> Clean and Healthy (My Body)	<b>Session 3</b> Super Susie Gets Angry			<b>Session 3</b> ...and Say Sorry		<b>Session 3</b> Harmful Substances		
								<b>Session 4</b> Can You Help Me? (Part 1)		
								<b>Session 5</b> Can You Help Me? (Part 2)		



# Life to the Full - Overview

## UKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Calming the Storm	<b>Session 1</b> Gifts and Talents	<b>Session 1</b> Body Image	<b>Session 1</b> Making Babies (Part 1)	<b>Session 1</b> God Is Calling You	<b>Session 1</b> Under Pressure	<b>Session 1</b> Sharing Isn't Always Caring	<b>Session 1</b> Types of Abuse	<b>Session 1</b> The Holy Trinity	<b>Session 1</b> Reaching Out
		<b>Session 2</b> Girls' Bodies	<b>Session 2</b> Peculiar Feelings	<b>Session 2</b> Making Babies (Part 2)		<b>Session 2</b> Do You Want A Piece of Cake?	<b>Session 2</b> Cyberbullying	<b>Session 2</b> Impacted Lifestyles	<b>Session 2</b> Catholic Social Teaching	
		<b>Session 3</b> Boys' Bodies	<b>Session 3</b> Emotional Changes	<b>Session 3</b> Menstruation		<b>Session 3</b> Self-Talk		<b>Session 3</b> Making Good Choices		
		<b>Session 4</b> Spots and Sleep	<b>Session 4</b> Seeing Stuff Online	<b>Session 4</b> Hope Beyond Death		<b>Session 4</b> Build Others Up		<b>Session 4</b> Giving Assistance		

Appendix 4 By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>● That families are important for children growing up because they can give love, security and stability</li><li>● 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</li><li>● 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</li><li>● 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</li><li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>● 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</li><li>● 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships ☒ The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● 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</li> <li>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>● 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</li><li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>● Where to get advice e.g. family, school and/or other sources</li></ul>

**Appendix 5: Parent form: withdrawal from sex education within RSHE**

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	