# St. Osmund's Catholic Primary School

# Relationships & Sex Education and Health Education
# RSHE

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| **Governors' Committee Responsible:** | **Education Standards and Catholic Life** |
| **Governor Lead:** | **Andrew Cole**<br>**Sr. Josephine Goggins** |
| **Nominated Lead Member of Staff:** | **Johanna George** |
| **Status & Review Cycle:** | **As required** |
| **Date of initial inception:** | **October 2020** |
| **Date of Review:** | **September 2026** |
| **Date of Next Review:** | **September 2027 (or upon any chages)** |
| **Signed (Chair of Governors)** | **A Cole** |
| **Signed (Head Teacher)** | **M Lunney** |

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| **This policy should be read in conjunction with the following policies and documents:** | • **Safeguarding and Child Protection**<br>• **Behaviour,**<br>• **Whistleblowing,**<br>• **Anti-bullying,**<br>• **Health & Safety,**<br>• **Allegations against staff,**<br>• **Sex and Relationships Education,**<br>• **Physical intervention,**<br>• **Online Safety, including staff use of mobile phones,**<br>• **Risk Assessment,** |

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# Mission Statement

***Fidem Fateri Vita***

To nurture each child to fulfil their academic, spiritual, moral and physical potential and
***to show our faith by the way we live.***



**" I have come that
you may have life
and live it to the full"**

John 10:10

## 1. Introduction

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationship and Sex Education (RSE). We set out our rationale for, and approach to relationships and sex education in the school. This policy is based on the Catholic Education (CES) 'Model for Relationships and Sex Education'. It should be read alongside:

- The Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers;
- The school's Religious Education (RE) policy;
- The school's PHSE Curriculum
- The school's Science Curriculum

## 2. Implementation and Review of Policy

Initial implementation of the policy took place in spring term 2021 following consultation with parents. This policy will be reviewed annually by the head teacher, RE Co-ordinator, the governing body and staff. The next review date is autumn term 2027

## 3. Dissemination

The draft policy was given to all members of the Teaching and Learning Committee, and all members of staff for their comments. Copies of the document were available to all parents for consultation and the final copy and subsequent updated versions are accessible on the school website.

## 4. Defining Relationships and Sex Education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." [i]It is about the development of the pupil's knowledge and understanding of herself or himself as a sexual being, about what it means to be fully human, called to live in appropriate relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." [ii] This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

[i] *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*
[iiii] *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page19*

## 5. Statutory Curriculum Requirements

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

## 6. Rationale

'I HAVE COME SO THAT YOU MIGHT HAVE LIFE AND LIVE 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 RSE 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.

## 7. 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.

## 8. Aim of RSE 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 RSE 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" (*Gravissimum Educationis 1)* which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## 9. 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 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.

# 10. Outcomes

## Inclusion and Adaptive Teaching and Learning

We will ensure RSE 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 RSE

Three aspects of RSE - 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
- a specific relationships and sex curriculum.

## 11. Programme/Resources

St Osmund's Catholic Primary School will use *'TenTen – Life to the Full'* to teach RSE. The appendix to this policy provides further information about the developmental programme content and structure. All teaching will be delivered in ways that are accessible to all pupils with SEND.

Teaching strategies used to deliver the RSE programme will include:

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

## 12. How Pupils' Learning will be Assessed

Pupils' learning will be reviewed at the end of every RSE teaching unit. The outcome of these assessments will be used to inform future teaching and in the overall evaluation of the '*TenTen'* teaching programme. All pupils are expected to make progress in achieving the expected educational outcomes.

## 13. 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 and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents were consulted before this policy was 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. 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. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## 14. Balanced Curriculum

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE 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 RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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.

## 15. Responsibility for teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the Religious Education Leader, RHSE/PHSE Leader and Science Leader. However, all staff will be involved in developing the attitudes and values aspect of the RSE 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.

## 16. External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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

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.

## 17. Other Roles and Responsibilities Regarding RSE

**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 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, Academy Trustees and the Local Education Authority, also appropriate agencies.

**RSHE/PHSE Leader**

The leader 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. *(They will be supported by the Designated Safeguarding Lead who is the headteacher).*

**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 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.

## 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 such as our Anti-Bullying policy and Safeguarding and Child Protection Policy.

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.

## 18. 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**

There will always be sensitive or controversial issues in the field of RSE. 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. Teachers will use professional judgement and judgement regarding the age and stage of the pupils when answering questions. For some difficult or sensitive questions it might be appropriate to seek guidance from the RSHE leader or direct the child to ask this particular question to a parent.

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 hint at abuse, are deliberately tendentious or of a personal nature. Once again, for some difficult or sensitive questions it might be appropriate to seek guidance from the RSHE leader or direct the child to ask this particular question to a parent.

## 19. 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 and Child Protection Policy and immediately inform the Designated Safeguarding Lead.

## 20. Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g. parents and the head teacher, but that the pupils would always be informed first that such action was going to be taken.

## 21. Monitoring and Evaluation

The RSE 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 annually 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.

## Appendix 1

The governors of St Osmund's Catholic Primary School have decided to use *'TenTen – Life to the Full'* which is a developmental programme for children in primary years. This resource has at its foundational premise the belief that we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity. It stresses that in order that children may grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and grow in self-knowledge. It also promotes that an aspect of the mystery of love is treated in each year group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development. It uses developmental activities, reflections, music and prayer to deliver its learning objectives.

The three themes that are covered and overlap are:

- **Created and loved by God** (this explores the individual)
  The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- **Created to love others** (this explores an individual's relationship with others)
  God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- **Created to live in community – local, national and global** (this explores the individual's relationship with the wider world)
  Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individual's and the good of society.

## Timing of the RSHE programme

The RSHE curriculum will be taught fortnightly in conjunction with other aspects of the PHSE Curriculum (with one of each of the above themes taught across each term). Further components will be covered in the curriculum for Science.

## Programme Content

'Ten Ten – Life to the Full' overview of content and lesson objectives for each phase group is shown below:

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

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

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | (Part 2) | | |
| **Lower Key Stage 2** | 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 |
| | **Story Sessions** Get Up! | **Session 1** We Don't Have to Be the Same | **Session 1** What Am I Feeling?<br><br>Classroom Short | **Session 1** Life Cycles | **Story Sessions** Jesus, My Friend | **Session 1** Family, Friends and Others...<br><br>Classroom Short | **Session 1** Sharing Online | **Session 1** Safe in My Body | **Session 1** A Community of Love | **Session 1** How Do I Love Others? |
| | **Session 2** The Sacraments | **Session 2** Respecting Our Bodies<br><br>Classroom Shorts | **Session 2** What Am I Looking at? | **Session 2** A Time for Everything | | **Session 2** When Things Feel Bad | **Session 2** Chatting Online<br><br>Classroom Short | **Session 2** Recognising Risk | **Session 2** What is the Church? | |
| | | **Session 3** What is Puberty? | **Session 3** I am Thankful | | | **Session 3** Balancing Needs | | **Session 3** Drugs, Alcohol and Tobacco | | |
| | | **Session 4** Changing Bodies | | | | | | **Session 4** First Aid Heroes | | |
| | | **Session 5** Male/Female Discussion Groups (optional) | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|
| **Upper Key Stage 2** | 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 |
| | **Story Sessions** Calming the Storm | **Session 1** Gifts and Talents | **Session 1** Body Image | **Session 1** Making Babies (Part 1) | **Session 1** God Is Calling You | **Session 1** Under Pressure<br><br>Classroom Short | **Session 1** Sharing Isn't Always Caring | **Session 1** Types of Abuse | **Session 1** The Holy Trinity | **Session 1** Reaching Out |
| | | **Session 2** Girls' Bodies | **Session 2** Peculiar Feelings | **Session 2** Making Babies (Part 2) | | **Session 2** Do You Want A Piece of Cake? | **Session 2** Cyberbullying<br><br>Classroom Short | **Session 2** Impacted Lifestyles | **Session 2** Catholic Social Teaching | |
| | | **Session 3** Boys' Bodies | **Session 3** Emotional Changes | **Session 3** Menstruation | | **Session 3** Self-Talk | | **Session 3** Making Good Choices | | |
| | | **Session 4** Spots and Sleep<br><br>Classroom Shorts | **Session 4** Seeing Stuff Online | **Session 4** Hope Beyond Death | | **Session 4** Confidence vs Control | | **Session 4** Giving Assistance | | |
| | | | | | | **Session 5** Build Others Up | | | | |

**By the end of Key Stage 1 the majority of pupils should be able to:**

- **Identity and Self-Worth:** Recognise that they are uniquely made, chosen, and loved by God, understanding their own personal qualities, likes, and dislikes.
- **The Physical Body:** Identify the main physical similarities and differences between boys and girls, learn basic hygiene, and understand the privacy and boundaries of their bodies (including updated terminology).
- **Emotional Well-being:** Identify, name, and manage a range of feelings and emotions (including strong feelings like anger) and understand that feeling worried or down is a normal part of life.
- **The Cycle of Life:** Explore the simple cycle of life from birth to old age and understand beginnings and endings.
- **Relationships and Safety:** Learn practical skills for forming kind, caring friendships, recognise safe versus unsafe situations, and identify trusted adults they can turn to for help.
- **Digital Literacy:** Explore basic real-life online safety and rules to help them stay safe in digital spaces.

In addition, conversations about staying safe should be little and often. In KS1, teachers will use www.nspcc.org.uk/preventing-abouse/keeping-children-safe/underwear-rule/ to introduce 'Let's Talk Pants' and 'Pantosaurus'. This teaches children important messages: their body belongs to them and they should tell an adult if they are upset or worried.

P – privates are private

A – always remember your body belongs to you

N – no means no

T – talk about secrets that upset you

**By the end of Key Stage 2 the majority of pupils should be able to:**

**Personal Development and Puberty:** Develop a deeper appreciation of physical and emotional changes during puberty—including a more mature understanding of bodily changes for both boys and girls, body image, hygiene, and menstruation.

**Conception and Life in the Womb:** Gain a nuanced, age-appropriate, and scientific understanding of life before birth, the miracle of life in the womb, and how babies are made (scaled appropriately across Lower and Upper KS2).

**Emotional Regulation and Mental Health:** Build advanced strategies for emotional resilience, practicing gratitude and thankfulness, managing complex emotional feelings, and understanding the mental health impacts of screen time, the internet, and social media.

**Relational Dynamics:** Explore family structures, appreciate the importance of safety and security within families, and develop advanced conflict-resolution, trust, and generosity in friendships.

**Safeguarding and Health Protection:** Understand preventative health measures (such as sleep hygiene, vaccinations, and dental care), basic first aid, and how to recognise and report digital abuse or inappropriate online content.