

RELATIONSHIPS EDUCATION POLICY Version 3



Name and Designation of Policy Author(s)	Miss Heather Jones, PSHE Leader		Is this a Statutory Document
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Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
June 2016	1	Nina Chwastek, Headteacher	New policy following new structure, therefore no previous version
May 2021	2	Heather Jones, PSHE Lead	New policy to reflect the requirements of Relationships Education, Relationships and Sex Education (RSE) and health Education (DfE, 2019) and guidance from the PSHE Association http://www.pshe-association.org.uk/user and the Catholic Education Service
January 2023	3	Heather Jones, PSHE Lead	New policy to reflect the requirements of Relationships Education, Relationships and Sex Education (RSE) and health Education (DfE, 2019) and guidance from the PSHE Association http://www.pshe-association.org.uk/user , The School Bus and the Catholic Education Service

Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena.

This inspires each of us ***'To be who God wants us to be and so set the world on fire.'***

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

Statement of intent

At St Catherine's, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Relationships Education, which must be delivered to every primary-aged pupil.

Relationships Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Relationships Education is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and wellbeing'.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Our RSE curriculum adopts an holistic approach that promotes positive health and wellbeing, encompassing the faith ethos of our school.

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

We are involved in Relationships 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.

1) Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed through the subjects.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements and in accordance with the Catholic Ethos of the school.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.

The Pastoral Lead and SENDCO are responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

2) Organisation of the curriculum

Every primary school is required to deliver statutory Relationships Education and health education. The delivery of the Relationships Education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **"Relationships Education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

- “**Health Education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing admin@st-catherines.manchester.sch.uk

3) Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school’s approach to relationships and health education.

The school will consult with parents when reviewing the content of the school’s relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a ‘veto’ on curriculum content, and all final decisions will be the school’s to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

4) Definition of Relationships Education:

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

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 adults."

This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Relationships Education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling and happy lives.
- How to stay safe on and offline in the digital world in which they live.
- How our bodies change and grow during adolescence.

Our definition of Sex Education at St Catherine's is providing children with accurate biological facts about human reproduction. This is separate from Relationships Education and is covered within the statutory Science curriculum.

5) Our school setting

St Catherine's Primary School serves a diverse mix of children from a wide range of social and economic backgrounds. The proportion of pupils with home languages other than English is above average and has doubled in recent years. A small number of pupils are at an early stage of English. The school will ensure that Relationships education meets the needs of all children within our community.

We believe that the teaching about human love and relationships should have Jesus at its core and promote Catholic virtues as well as equipping children with the clear and scientific information they need to maintain successful and happy relationships as well as healthy minds and bodies.

Article 2 (non-discrimination): The UN Convention on the Rights of the Child (UNCRC) applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. We are a Rights Respecting School and are proud of our Gold status awarded in this area (November 2021).

6) Relationships Education in a Catholic School

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

We are involved in Relationships 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 Relationships Education 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 result 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. Relationships Education, therefore, will be placed firmly within the context of relationships as it is there that sexuality grows and develops.

The Catholic Education Service states that to be fully effective, Catholic Relationship Education needs to:

- be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- involve parents as they are primary educators of their child;
- provide a positive view of human sexuality and dignity of the human person;
- equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- explore and promote virtues which are essential to promoting respect and dignity;
- be delivered in an age appropriate way which reflects the development of the child;
- be part of the cross-curricular work in both primary and secondary schools;
- be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer.

All Relationships Education at St Catherine's 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 their family situation is. It will also prepare pupils for life in modern Britain.

7) Aims

The overall aim of this Relationships Education policy is to enable effective planning, delivery and assessment of RSE.

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing a Relationships Education 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 Relationships Education. Knowing about facts and enabling young people to explore differing viewpoints and being inclusive 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.

Our Relationships Education programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/consent.
- Recognise positive and negative relationships and have the confidence and self-esteem, to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others) equality, responsibility, care and compassion.

- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the Relationships Education curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

8) Morals, Values, Equalities and accessibility

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, Relationships Education 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.

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

St Catherine's Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The Relationships Education curriculum (Appendix 2) will reflect the values of our PSHE curriculum and will be taught within the context of the relationships.
- The Relationships Education programme at St Catherine's Primary School reflects our ethos, and encourages children to explore faith and cultural perspectives in a respectful way.
- Relationships Education will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act (2010)

9) Delivery of the Curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Pupils will be taught the facts and the law about protected characteristics in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them.
- We will ensure that LGBTQ+ content is part of our Relationships and Health curriculum rather than delivered as a standalone unit or lesson.

Many aspects of Relationships Education are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning. An overview of the learning can be found

on the school website under PSHE/Relationships Education Long Term Planning (See Appendix 3 for Medium Term Planning examples).

A selection of resources can be viewed during the parent information sent prior to each Growing and Changing unit in Years 4, 5 and 6. Prior to these lessons, a letter and email are sent home inviting parents to discuss the lesson content and view the resources with teaching staff nurse (Appendix 1).

Correct medical/scientific and inclusive language will be used throughout the Relationships and PSHE curriculum.

Relationships Education is delivered through a varied range of activities, which promote dialogue and understanding. These include:

- Establishing ground rules
- Questioning
- Circle Time
- Discussion
- Brainstorming
- Role-play, hot-seating, freeze-frame and other drama techniques
- Storyboard. Cartoon strip, scenario script writing
- Mind map or spider diagram
- "Graffiti wall" or "Working wall"
- Quiz
- Questionnaire
- Explain to an alien
- Points on a scale
- Card sort e.g. diamond 9
- "Draw and write"
- Posters

External agencies can be invited to support or enhance the delivery of Relationships Education. These include: the school nurse, voluntary sector, and theatre groups.

External agencies and visitors must make themselves familiar with and understand the school's Relationships Education policy, confidentiality, Child Protection and Safeguarding policy and work within these policies. External agencies and visitors are required to be respectful towards Catholic teaching and not be prejudicial or detrimental to the Catholic character of the school.

'Be respectful towards Catholic teachings' and 'Not be prejudicial or detrimental to the Catholic character of the school'

All input into Relationships lessons is part of a planned programme and negotiated and agreed with staff in advance. Where there are issues which arise from the children's needs and experiences, but outside the curriculum programme, there is flexibility to address these, if appropriate, in an age appropriate manner both individually and in a group or whole class setting. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning. Co-delivery with teaching staff is encouraged and in Years 4, 5, and 6 lessons can be co-delivered with the school nurse; consideration to this is given at the planning stage.

10) Parents right to withdraw

We recognise parents/carers as the first educators of their children and seek to support, and not replace them in this situation. Support, understanding and advice will be offered to parents/carers to deal with sensitive issues they may need to address.

- a) The school will provide in advance, information to parents/carers and opportunities for consultation and involvement in the Relationships Education programme. Parents/carers will also be able to view examples of resources used in the delivery of the Relationships Education programme. Parents/carers can therefore be prepared to talk and answer questions about their children's learning.
- b) Parents/carers do not have the right to withdraw their children from Relationships Education.
- c) We do acknowledge that the Education Act 1993 gives parents/carers the right to withdraw their child from any, or all, of a school's Relationship and Sex Education programme. However, at St Catherine's, these elements are only covered under the Science National Curriculum which is the statutory entitlement of all children.

11) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester, it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as Year 4. Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in all junior school female and disabled toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

12) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of Relationships Education will be assessed and evaluated in the classroom. Pupil evaluation of Relationships Education is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre-and post-topic mind maps, discussion and termly learning walks. Pupils will have opportunities to review and reflect on their learning during lessons.

RSE is monitored on an annual basis by the PSHE Co-ordinator in the school to ensure that the content is relevant for the pupils and resources are updated.

13) Pupil involvement

We involve pupils in the development of the Relationships Education curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

Relationships Education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

It is important that children 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.

There will always be sensitive or controversial issues in the field of Relationships. At St. Catherine's, we believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the Relationships Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

14) Accessibility/Equalities Act

The Relationships Education policy reflects, and is in line with, the schools' Equality Policy as well as the Equality Act (2010). The school ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflects the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at St Catherine's Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the Anti-Bullying Policy).

St Catherine's Primary School is a UNICEF Rights Respecting School and Article 17 from the UN Convention on the Right of the Child states 'the right to get information that is important to your well-being'.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance with the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality Relationships Education is accessed by all pupils, including SEND and EAL.

15) Confidentiality and Child Protection issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made, this will be reported to the appropriate professional as per ground rules. Relationships Education discussion or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurs or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead or Deputy DSL and follow the procedure set out in the Safeguarding and Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding/Child Protection issues.

The child concerned will be informed that the confidentiality is being breached and the rationale for this. The child will be supported by staff through the process.

We are aware that Looked After children may not have had consistent access to Relationships Education provision as they have moved schools and are therefore sensitive to their needs which

are addressed individually, where necessary, through catch-up sessions, 1:1 delivery, follow-up activities and communication with external agencies.

16) Process of professional development for staff

Staff are updated via email and staff meetings of development in key aspects of Relationships Education, including links with safeguarding, inclusion, quality, child protection and anti-bullying.

Regular staff training is provided at staff meetings, online and during INSET days. Should any staff identify any training needs this should be discussed with the PSHE Co-ordinator.

Appendix 1

Example of St Catherine's Primary School letter to parents

Dear Parent/Carer

Re: Sessions on

As part of the school's Personal, Social and Health Education programme, your child will soon receive Relationships Education. This will include a unit of lesson on self-esteem, healthy relationships, personal safety and growing up.

There is a vast amount of, and sometimes confusing, information about relationships on the internet, on TV, in magazines etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

If students are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them and hopefully grow into confident and healthy adults able to make positive choices.

The session in school may reinforce what you are already speaking to your child about at home. The school is committed to working in partnership with parents and is keen to hear our views about what pupils should be taught and share with you the Relationships Education policy and resources. We would therefore like to invite you to a workshop/webinar on

This will also be an opportunity for you to view the resources used in the delivery of the Relationships Education curriculum.

We would be grateful if you could please let us know if you will be attending.

If you are unable to attend the meeting and would like information regarding the programme, please contact Miss Jones or Miss Quiligotti.

Yours faithfully

Appendix 2

Relationships Education: (Links to Theme 2: Created to love others – CES Model Curriculum)

- Year 1:** Roles of special people in my life (family)
Recognising privacy
Keeping safe
- Year 2:** Making friends
Managing secrets
Sharing opinions
- Year 3:** Personal boundaries
Recognising respectful behaviour
The importance of self-respect
- Year 4:** Positive friendships (including online)
Respecting differences and similarities
- Year 5:** Managing friendships and peer influence
Physical contact and feeling safe
- Year 6:** Romantic relationships; civil partnerships and marriage

Health Education: (Links to Theme 1: Created and Loved by God – CES Model Curriculum)

- Year 1:** Keeping healthy
Feelings
- Year 2:** Growing older
Naming body parts
- Year 3:** Health choices and habits
Expressing feelings
Managing and reframing setbacks
- Year 4:** Support with puberty
External genitalia
Personal hygiene routines

Year 5: Keeping safe in different situations

The changing adolescent body (including menstruation)

Year 6: Human reproduction and birth (taught as part of the statutory Science curriculum)

Managing change, loss and bereavement

What affects mental health and ways to take care of it

By the end of primary school pupils will cover the following topics as per the Relationships Education statutory guidance (2019):

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Physical health and fitness
- Internet safety and harms
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Statutory Provision in the Science Curriculum

There is ample evidence that sexual health outcomes can be improved by accurate, high-quality and timely information that helps people to make informed decisions about relationships, sex and sexual health.”

'Framework for Sexual Health Improvement' (2013)

Detailed below are section taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education.

Key Stage 1

Children should learn to:

- 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

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 3: Example of Medium Term Plan



Year 3 - PSHE Medium Term Overview - Autumn



Relationships

1 Corinthians 16:14. "Be completely humble and gentle; be patient, bearing with one another in love."

Term	Topic	Skills	Suggested Can I's...	In this unit of work, students learn...	Lesson Overviews/Teacher Notes/Resources	CES curriculum links (Theme 2: Created to love others)
Autumn - Relationships	Families and friendships What makes a family; features of family life	Self-awareness	Can I describe a family and understand that all families are special and different? Can I identify the important relationships in my life and those that provide love? Can I recognise the different ways that people care for us and how we can care for them in <u>return</u> .	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time 	<i>Be aware of vulnerable pupils & safeguarding (family backgrounds/history)</i> Pgs. 37 – 59 IMATTER - Resources and accompanying Relationships - ppt	In a Catholic school, pupils are growing to be: <ul style="list-style-type: none"> Loyal, able to develop and sustain friendships Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble Respectful, able to identify other people's personal space and respect the ways in which they are different Forgiving, developing the skills to allow reconciliation in relationships