

# St John Fisher RC Primary School

## Relationships and Sex Education Policy (RSE) March 2021



Governing Body with Responsibility	Spiritual, Ethos and Wellbeing Committee
Staff Member Responsible for Review	Mrs Newnham
First Review	Academic year 2021-22
Ongoing reviews	Bi-annually

# MISSION STATEMENT

## Together we grow in God's love Learning to be the best we can be.

The school, in partnership with parents and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to develop their talents in accordance with Christian values and principles and which, throughout all aspects of school life, presents Christ's ministry of love and reconciliation.

In this policy the Governors and teachers, in partnership with parents, set out their intentions about relationships 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 following CES and Diocesan policies:

- Relationships and sex education (RSE) and health education, DFE, 2020
- Archdiocese of Southwark Education in Human Love Policy Statement for Relationship & Sex Education October 2020
- A Model Policy for Relationships and Sex Education – CES,
- A Model Catholic Primary RSE Curriculum- CES, 2019

Due to Coronavirus, a wider consultation to use the updated RSE Scheme 'A Journey in Love' to support statutory changes has not been possible. St John Fisher has been involved in a Deanery consultation involving the RE and PSHE leads across the six Catholic primary schools examining the current PSHE scheme 'Jigsaw' and the new 'A Journey in Love' scheme so that they work in unison to cover all statutory elements of Relationships Curriculum. The Deanery project allowed us to identify areas for Catholic teaching within each lesson to uphold our ethos and values.

Governors have undertaken a consultation via the Spiritual, Ethos and Welfare Committee and parents have subsequently been consulted during Spring 2/ Summer 1. Staff will undertake full training with 'A Journey in Love' policy/ resources during Summer Term 1.

### Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors and parents in the summer term of 2021.

There will be an interim review of the policy in the academic year 2021-22.

Thereafter, this policy will be reviewed every 2 years by the Senior Leadership Team, RE / RSE Lead, PSHE Lead, the Governing Body and Staff.

### Dissemination

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

## **DEFINING RELATIONSHIP 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”. It is about the development of the pupil’s knowledge and understanding of themselves 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 with adults.” This includes the topics of:

- families and the people of who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

## **STATUTORY CURRICULUM REQUIREMENTS**

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

## **RATIONALE**

We are involved in Relationship and Sex Education (RSE) 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 a 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, RSE will be firmly embedded in the PSHE (Personal, Social, Health & Economic) 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 Relationship, Sex and Health Education (RSHE) will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected and valued whatever household they come from. It will also prepare pupils for life in modern Britain.

## AIMS AND OBJECTIVES OF RSE

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, 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;
- 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

Our RSE curriculum has at its foundation 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. In order that children may grow and develop healthily and as complete human beings, they must have an understanding of their gender and the implications for successful relationships. They must be at ease with themselves and grow in self-knowledge. A different aspect of the journey of love is explored in each year group and all are encouraged to marvel at the wonder and beauty of God's creative love. The love is reflected in each stage of a person's growth, through a series of lessons with activities and reflections which focus on physical, social, emotional and spiritual development.

## INCLUSION

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. 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. Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriate 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.

## EQUALITIES

The RSE programme at St. John Fisher reflects its commitment to the principle of equal opportunities in accordance with Government guidelines and Church teachings. This ensures the entitlement of all pupils, regardless of race, gender, sexual orientation or disability, to develop their self-esteem and self-identity and to enable a confident participation in the curriculum. We intend that the subject be taught so that the equal but different natures of men and women are not compromised. We will endeavour to provide male and female role models from varying cultures and backgrounds whenever possible. It is also our aim to ensure that this programme of study is culturally relevant in order to address the different needs of all our pupils and be sensitive to individual personal circumstances.

## PROGRAMME STRUCTURE, ORGANISATION AND DELIVERY OF THE JIGSAW (PSHE) AND JOURNEY IN LOVE (RSE) CURRICULUM

All statutory elements of the PSHE and relationships education are covered by the **Jigsaw** PSHE scheme of work. Relationships and sex education is covered through the Catholic RSE programme – '**A Journey in Love**'.

Jigsaw PSHE Curriculum	Journey in Love
Primary <b>PSHE</b> including <b>statutory Relationships</b> and <b>Health</b> Education	<b>Non-Statutory</b> Primary Catholic Sex Education including <b>statutory Relationships education</b> (in addition to PSHE Curriculum)

### The programme is made up of 3 areas:

- Social & Emotional
- Physical
- Spiritual

### Each area is broken down into:

- Questions to consider
- Activities
- Pause & reflect
- Prayer and song

Appendices to this policy provide outline information about the programme. Detailed content for each year group has also been provided for parents.

## Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

All class teachers will be responsible for delivering their section of the programme to their class.

In Years 5 and 6, it may be necessary to split the class by gender based upon the needs of the children. The Head Teacher will approve this if necessary.

## Training

All staff involved in the delivery of RSE lessons will be trained specifically in the teachings of the Catholic Church as well as the scheme itself. Teachers will be trained in how to respond to questions. All planning and resources will be monitored prior to the delivery of the lessons to ensure that they meet the requirements of the school's Catholic ethos and the teachings of the Church. This training will be repeated each year prior to the RSE scheme being delivered.

## ROLES AND RESPONSIBILITIES

### Staff are responsible for:

- Delivering RSE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with dignity, respect and sensitivity.

## RSE / PSHE Lead

The delivery of RSE is monitored by the RSE and PSHE Leads by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires. Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems. The leads, with the head teacher, have 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 RSE and the provision of in-service training.

## 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, the Local Education Authority and also appropriate agencies.

## **The Governing Body**

Governors have the legal responsibility of deciding whether or not RSE should be taught in school. The Diocese advises that schools provide this education for the needs of its children. Governors, in consultation with staff and advisors are involved in the dialogue as to what materials might be used to teach RSE and in reviewing the policy.

The Governing body recognise their responsibility to:

- ensure that the RSE programme follows Diocesan principles and reflects the Church's teaching
- 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

## **The role of Parents**

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task.
- Parents are consulted and kept informed of the RSE Programme, including its contents, evaluation and review and any subsequent developments.

Parents have the right to withdraw their child from any RSE lesson, after discussion with the head teacher, except for elements in the National Curriculum Science or Relationships and Health curriculum. However, parents must be aware that RSE takes place at home, in the school playground, on TV and on the Internet, through the use of mobile devices, and in the media, so withdrawing a child from these lessons may result in the child having an incomplete and confused understanding of the issues and subject taught. The school seeks to help to educate children appropriately and with great sensitivity, to dispel myths and ignorance.

## **CHILDREN'S QUESTIONS**

This policy aims to ensure that there is a healthy, positive atmosphere in which RSE can take place, 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.

## **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matters 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. We 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. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to a 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 our school's safeguarding policy and immediately inform the Designated Safeguarding Lead.

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with our school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such 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

## **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSE 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:

- Bullying policy
- Safeguarding Policy
- Inclusion Policy
- Behaviour Policy

## **MONITORING AND EVALUATION**

The RSE and PSHE leads 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, needs of pupils, 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.

## **List of Appendices:**

**Appendix 1: Overview of content - Jigsaw and Journey in Love**

**Appendix 2: Summary Grid for Journey in Love**

**Appendix 3: Journey in Love objectives mapped to National Curriculum for Science and Relationships**

**Appendix 4: DfE Relationships and Health Curriculum: 32 Primary Expectations**

## Appendix 1: Overview of content - Jigsaw PSHE and Journey in Love



and

A Journey in  
**LOVE**

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Journey in Love
<b>EYFS</b>	<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p><b>The wonder of being special and unique</b>  To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.</p>
<b>YR 1</b>	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Setting goals Identifying successes and achievements Working well and celebrating achievement with a partner Tackling new challenges Feelings of success</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Belonging to a family Making friends/being a good friend Physical contact preferences Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p><b>We meet God's love in our family</b>  To focus on families and especially growing up in a loving, secure and stable home.</p>
<b>YR 2</b>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating Difference and remaining friends</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group cooperation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p><b>We meet God's love in the community</b>  To describe how we are growing and developing in diverse communities that are God-given.</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Journey in Love
YR 3	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and offline scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<p><b>How we live in love</b></p> <p>To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</p>

YR 4	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<p><b>God loves us in our differences</b></p> <p>To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p>
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Yr 5	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency first aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<p><b>God loves us in our changing and developing</b></p> <p>To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty. and grow further in recognising God's presence in our daily lives.</p>
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<b>YR 6</b>	Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b>The wonder of God's love in creating new life</b> To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand how a child is conceived.
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## Appendix 2: Relationships and Sex Education - A Summary Grid for Journey In Love

	<b>Theme</b>	<b>Social and Emotional</b>	<b>Physical</b>	<b>Spiritual</b>
<b>EYFS</b>	<b>The wonder of being special and unique</b>  <b>Aim:</b> To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.  <b>Key words/ vocabulary:</b> God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special womb, describe, friends, generous, worried, Baptism	To recognise being a special person in my family.	To recognise that we are all different and unique.	To celebrate the joy of being a special person in God's family.
	<b>Examples of EYFS activities:</b> Draw and name each person in your family. Create a class graph of eye colour. Roleplay the joy of being cared for in our families.			
<b>Year 1</b>	<b>We meet God's love in our family</b>  <b>Aim:</b> To focus on families and specially growing up in a loving, secure and stable home.  <b>Key words/ vocabulary:</b> unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, breasts, nipple, waist, elbows, legs, knees, ankles, feet, toes, penis, testicle, scrotum, vagina, vulva, bottom, anus,	To recognise signs that I am loved in my family.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for us.
	<b>Examples of Year 1 activities:</b> Design a card to cheer someone up who is sad or upset. Draw around your hand and on each finger, write ways you have grown and changed. Identify, name and label parts of the body, including correct terminology for the genitals. Write a 'Litany of Thanksgiving to God' for his love, care, protection and keeping us safe.			
<b>Year</b>	<b>We meet God's love in the community</b>	To recognise the joy and friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.

2	<p><b>Aim:</b> To describe how we are growing and developing in diverse communities that are God-given.</p> <p><b>Key words/ vocabulary:</b> community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.</p>	<p><b>Examples of Year 2 activities:</b>          Create an acrostic poem using the word community.          Create a 'being safe' poster for the classroom.          Make a whole class collage to show how we help each other as children of God.</p>		
Year 3	<p><b>How we live in love</b></p> <p><b>Aim:</b> To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</p> <p><b>Key words/ vocabulary:</b> community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.</p>	<p>To describe and give reasons how friendships make us feel happy and safe.</p>	<p>To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p>	<p>To celebrate the joy and happiness of living in friendship with God and others.</p>
	<p><b>Examples of Year 3 activities:</b>          Create a 'WORDLE' showing the characteristics of positive friendships.          List some of the consequences of broken friendships and find ways of mending these.          Using 1 Corinthians, replace Love is ... with Friendship is ... give reasons how each statement can be lived out.</p>			
Year 4	<p><b>God love us in our differences</b></p> <p><b>Aim:</b> To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p> <p><b>Key words/ vocabulary:</b> God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.</p>	<p>To describe how we all should be accepted and respected.</p>	<p>To describe how we should treat others making links with the diverse modern society we live in.</p>	<p>To celebrate the uniqueness and innate beauty of each of us.</p>
	<p><b>Examples of Year 4 activities:</b>          Create a poster showing that bullying, teasing, unkindness do not contribute to the up building of communities or promote positive mental health and well-being.          List ways we are all different: physically, mentally, culturally, biologically, ethnically and in religious belief.          Create an 'act of worship' to celebrate the beauty and uniqueness of the class.</p>			

<p><b>Year 5</b></p>	<p><b>God loves us in our changing and developing</b></p> <p><b>Aim:</b> To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty - sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.</p> <p><b>Key words/ vocabulary:</b> God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, period, breasts, nipple, penis, scrotum, testicle, semen, sperm, erection, ejaculation.</p>	<p>To show knowledge and understanding of emotional relationship changes as we grow and develop.</p>	<p>To show knowledge and understanding of the physical changes in puberty.</p>	<p>To celebrate the joy of growing physically and spiritually.</p>
<p><b>Examples of Year 5 activities:</b></p> <p>List some of the social and emotional changes in themselves and others. Consider how these might present themselves in friendships. Discuss the external and internal changes which happen to boys and girls in puberty. Discuss how the external pressures to look and feel a certain way, including social media, can be dealt with. Think of reasons why / if different aspects of human love are important in our lives.</p>				
<p><b>Year 6</b></p>	<p><b>The wonder of God's love in creating new life</b></p> <p><b>Aim:</b> To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>Key words/ vocabulary:</b> God, Christian, appropriate, dignity, sexuality, intercourse, conceive, uterus, fertilised ovum, fallopian tube, vagina, cervix, womb, penis, scrotum, testicle, sperm duct, semen, sperm, erection, ejaculation,</p>	<p>To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p>	<p>To explain how human life is conceived.</p>	<p>To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p>
<p><b>Examples of Year 6 activities:</b></p> <p>Consider and share ways they experience St Paul's teaching on love in their family, extended family, school and their other communities. Explain how human life is conceived. Know about sexual intercourse between husband and wife. Develop a knowledge of male and female reproductive organs. How does a child grow within the mother's womb? Understand that God causes new life to begin through the love that parents have for each other. List characteristics of positive relationships and how these can make us feel happy and secure.</p>				

## Appendix 3: Journey in Love objectives mapped to National Curriculum for Science and Relationships

Journey in Love objectives mapped to National Curriculum for Science and Relationships (both of which are Statutory)			
	Journey in love Sex Education (Non-Statutory)	Science Curriculum (Statutory)	Elements of the Relationships Curriculum linked to RSE (Statutory)
EYFS	<p>To explore the wonder of being special and unique</p> <p><b>Social &amp; Emotional</b> To recognise the joy in being a special person in my family</p> <p><b>Physical</b> To recognise that we are all different and unique</p> <p><b>Spiritual</b> To celebrate the joy of being a special person in God's family</p>	N/A	<p><b>Families and people who care for me</b> That families are important for children growing up because they can give love, security and stability. 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.</p> <p><b>Caring Relationships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><b>Respectful relationships</b> 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.</p> <p><b>Being safe</b> 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 heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice.</p>
1	<p>To focus on families and specially growing up in a loving, secure and stable home</p> <p><b>Social &amp; Emotional</b> To recognise the signs that I am loved in my family</p> <p><b>Physical</b> To recognise how I am cared for and kept safe in my family</p> <p><b>Spiritual</b> To celebrate ways that God loves us and cares for us</p>	<p>Animals and Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Families and people who care for me</b> Families are important for children growing up because they can give love, security and stability. The characteristics of a healthy family life: commitment to each other, including in times of difficulty, protection and care for children including other family members, the importance of spending time together and sharing each other's lives</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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.</p> <p><b>Respectful relationships</b> 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. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. 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.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p> <p><b>Being safe</b> 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. What sorts of boundaries are appropriate in friendships with peers and others? The concept of privacy and the implications of it for both children and adults. Not always right to keep secrets. Each person's body belongs to them, understanding differences between appropriate and inappropriate contact. How to respond safely to adults they may not know.</p>

<p><b>2</b></p>	<p>To describe how we are growing and developing in diverse communities that are God-given</p> <p><b>Social &amp; Emotional</b> To recognise the joy and friendship of belonging to a diverse community</p> <p><b>Physical</b> To describe ways of being safe in communities</p> <p><b>Spiritual</b> To celebrate ways of meeting God in our communities</p>	<p><b>Animals and Humans</b> Notice that animals, including humans, have offspring which grow into adults</p>	<p><b>Families and people who care for me</b> 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.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Respectful relationships</b> 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. That in schools and in wider society they can expect to be treated with respect by others, and in turn, they should show due respect to others, including those in positions of authority. 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.</p> <p><b>Being safe</b> 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 heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
<p><b>3</b></p>	<p>To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe</p> <p><b>Social &amp; Emotional</b> To describe and give reasons for how friendships make us feel happy and safe</p> <p><b>Physical</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened</p> <p><b>Spiritual</b> To celebrate the joy and happiness of living in friendship with God and others</p>	<p>n/a</p>	<p><b>Families and people who care for me</b> Those 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. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: 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 unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p><b>Respectful relationships</b> 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 or 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 in turn, they should show due respect to others, including those in positions of authority. 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. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. Sometimes people may behave differently online including by pretending to be someone they are not. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p><b>Being safe</b></p>

			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 heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? How to respond safely to adults they may not know.
4	<p>To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us now and as we change.</p> <p><b>Social &amp; Emotional</b> To describe how we all should be accepted and respected</p> <p><b>Physical</b> To describe how we should treat others making links with the diverse modern society we live in</p> <p><b>Spiritual</b> To celebrate the uniqueness and innate beauty of each of us</p>	n/a	<p><b>Families and people who care for me</b> 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 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.</p> <p><b>Caring friendships</b> 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 unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p><b>Respectful relationships</b> 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.</p> <p>The conventions of courtesy or 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 in turn, they should show due respect to others, including those in positions of authority... 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.</p> <p><b>Being safe</b> 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 heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
5	<p>To show a knowledge and understanding of how we grow in awareness of the physically and emotional changes that accompany puberty and grow further in recognising God's presence in our daily lives.</p> <p><b>Social &amp; Emotional</b> To show knowledge and understanding of emotional relationship changes as we grow and develop</p> <p><b>Physical</b> To show knowledge and understanding of</p>	<p><b>Animals and Humans</b> Describe the changes as humans develop to old age. (including puberty)</p>	<p><b>Families and people who care for me</b> That those 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.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: 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.</p> <p><b>Respectful relationships</b> 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,</p>

	<p>the physical changes in puberty</p> <p><b>Spiritual</b> To celebrate the joy of growing physically and spiritually</p>		<p>they should show due respect to others, including those in positions of authority. 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.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. Sometimes people act very differently online, including pretending to be someone they are not. Understand how data is shared and used online.</p> <p><b>Being safe</b> 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 heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact.</p>
6	<p>To develop a secure understanding of what stable, caring relationships are and the different kinds there might be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>Social &amp; Emotional</b> To develop a secure understanding that stable and caring relationships, which may be different types, are at the heart of happy families</p> <p><b>Physical</b> To explain how human life is conceived</p> <p><b>Spiritual</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others including life-long relationships.</p>	n/a	<p><b>Families and people who care for me</b> 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.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: 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.</p> <p><b>Respectful relationships</b> 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. 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.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p><b>Being safe</b> 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 heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries</p>

			are appropriate in friendships with peers and others? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact
7	<p><b>NB: Year 7 Science Curriculum covers:</b></p> <p><b>Reproduction</b></p> <p>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p>		

# Appendix 4: Relationships and Health Curriculum

## 32 Primary Expectations

This is an outline of what pupils should know by the end of primary school

### Families and people who care for me

- 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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

### Caring friendships

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed

### Respectful relationships

- The importance of respecting others, even when they're 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 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 the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- 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**

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met
- How information and data is shared and used online

## **Being safe**

- 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult or child
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)