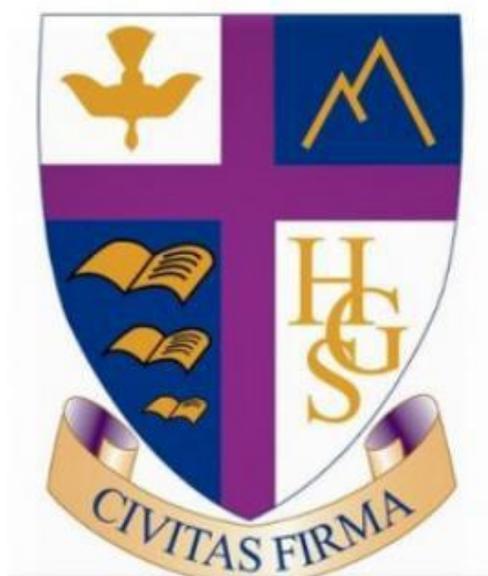


Holy Ghost Catholic Primary School



Relationships and Sex Education Policy 2021

<i>Policy review</i>	Summer 2021
<i>Next review date</i>	Summer 2024
<i>Signature</i>	
<i>Date</i>	28 th April 2021

“A child who is helped by another child is like a strong city”

Contents

1. Our Mission Statement.....	2
2. Rationale.....	2
3. Defining relationships and sex education (RSE)	3
4. Statutory guidance.....	3
5. Policy Development	4
6. Church teaching	4
7. Aims RSE and our Mission Statement.....	6
8. Delivery of RSE at Holy Ghost.....	7
9. Curriculum	7
10. Inclusion and Equal Opportunities.....	7
11. Parents and Carers	8
12. Roles and Responsibilities.....	8
13. Monitoring and Evaluation.....	9

Appendix 1: Curriculum Map

Appendix 2: End of key stage statements

Appendix 3: Protocol for parents/carers requesting to withdraw their child from any non-statutory Sex Education

Appendix 4: Letter to parents

Appendix 5: Programme content for parents

Relationships and sex education (RSE) at Holy Ghost School will be firmly rooted in the teachings of the Catholic Church, in an atmosphere pervaded by the gospel values and the message of Jesus Christ.

Our Mission Statement

At Holy Ghost School, working in partnership with parents to help fulfil their baptismal promises, we seek to affirm Christ through whom, and for whom all of us were made. Therefore learning will be:

- a joyful celebration of God's creation
- a lasting source of radiance and wonder
- a steadfast quest for truth

It is against this backdrop that learning in RSE will take place.

Rationale

Our approach to RSE at Holy Ghost is rooted in the Catholic Church's teachings about the dignity of the human person. Learning is presented within a strong Catholic context, and alongside the nurturing of each child's personal, spiritual, moral, emotional and social development. Learning is centred on our faith in God who reveals himself in Jesus Christ, and our belief in the unique dignity of the human person, made in the image and likeness of God.

Children understand that it is through our love of God and of our neighbour that we reciprocate God's love for us. As Catholics we believe that it is only in the context of marriage that sexual love can take on its true meaning. We teach that marriage is a mutual commitment of total fidelity which is open to the gift of life, and that through the commitment of marriage, the deepest lessons of love can be learnt.

Our RSE programme will emphasise the central importance of vocation, marriage and the family, as understood by the Catholic Church. At the same time it will acknowledge that all pupils have a fundamental right to have their life respected whatever household they come from. In line with the school's approach to all curricular provision, RSE will prepare pupils for life in modern Britain'.

Defining Relationship and Sex Education

RSE focuses on the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity, personal identity and the physical aspects of growing up.

It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their health and well-being.¹

¹ Sex Education Forum, Understanding Sex and Relationships Education (London: National Children's Bureau, 2010).

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE, which are statutory parts of National Curriculum Science.

The legal requirements for the Science curriculum for Key Stages 1 and 2 include teaching about a number of areas which, to our minds, should be linked with the Church's teaching on the sanctity of human life.

- *By the end of Key Stage 1 children are expected to understand that human beings move, feed, grow, use their senses and reproduce; to be able to recognise and compare the main external parts of the bodies of human beings; to know that human beings can have children and these grow into adults; to be able to recognise similarities and differences between themselves and others and treat others with sensitivity.*
- *By the end of Key Stage 2 children are expected to know that the life processes common to humans and other animals include nutrition, growth and reproduction, and to understand the main stages of the human life cycle.*

Parents have the legal right to withdraw their children from all or part of any sex education provided, except the biological aspects of human growth and reproduction required under National Curriculum science.

The Archdiocese of Southwark strongly recommends that Sex and Relationship Education is taught in both primary and secondary schools, so that pupils will be able to learn about the Church's teaching on all of these areas and are encouraged to develop healthy attitudes and an understanding of the essential goodness and holiness of God's creation.

The Teachings of the Catholic Church

All Sex and Relationship education provided by Catholic schools must be delivered in accordance with the teachings of the Catholic Church.

The Catholic Bishops' Conference of England and Wales states, "We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed. We all need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand, and often from sources which damage them and their capacity to love."²

On all questions relating to faith and morals, the *Catechism of the Catholic Church* is normative. The following is a brief summary from the *Catechism*:

"God created man and woman in his own image, with equal dignity, different yet complementary. Our sexuality is a gift from God, and must be expressed according to his will of love. Our bodies are temples of the Holy Spirit, and we are one body with Christ. Chastity should be presented in a positive way: it is a gift from God, leading to self-control which frees us to behave towards ourselves and others with love and with justice. God's holy gift of sexual intercourse is reserved for the permanent commitment of marriage,

² Learning to Love, An introduction to the Relationship and Sex Education for Catholic Educators (London: Department of Catholic Education and Formation Catholic Bishops' Conference of England and Wales, 2010).

expressive of the bond of mutual love and open to God's gift of new life." (para 2331-2400, 2514-2533.) "Genuine love is the fundamental vocation of every human being." (para 2392.)

The document from the Sacred Congregation for Catholic Education, *Educational Guidance in Human Love* states:

"Sexuality is a fundamental component of personality, one of its modes of being, of manifestation, of communicating with others, of feeling, of expressing and of living human love. Therefore it is an integral part of the development of the personality and of the educative process." "Sex education is not reducible to simple teaching material, nor theoretical knowledge alone, nor does it consist of a programme to be carried out progressively, but it has a specific object in view: an effective maturation of pupils' self-control and of correct behaviour in special relationships." (SCCE, 1983.)

This document identifies the primary duty of parents to educate their children in matters of human love and the auxiliary but essential duty of the school to co-operate and provide what is best done in the school context.

Further clarification of the subsidiary of schools to the primary rights and duties of parents is outlined in the document produced by the Pontifical Council for the Family (1995), *The Truth and Meaning of Human Sexuality*. This document is highly recommended to parents since it is they who are the prime educators of their children. The document emphasises Gospel values and draws on the insights of science taking into account contemporary social and cultural conditions of family life. It indicates how negative and selfish values concerning human sexuality can be effectively overcome when parents and schools co-operate to foster a genuine appreciation of the values of chastity, self-control and authentic human love which always puts the needs of others before self.

The Bishops' Conference of England and Wales publication, *Cherishing Life*, gives a Catholic perspective on fundamental issues relating to the moral and spiritual well-being of the human person in society, especially with reference to the value and protection of human life. It contains a section on the Church's teaching on sexuality. In their statement from the Low Week Conference of 1987 the Bishops of England and Wales wrote:

"...We must protect our children from ignorance and they should be given all the necessary information, and correct answers to their questions. Within the Christian community there is a real need for giving gradual and positive sex education to our children. Each school, in consultation with governors, teachers and parents, should have or build a development programme which aims to help our young people to have a properly formed conscience, to enable them to make right judgements, and to take right actions in the many and varied situations in which they may find themselves.

Aims of Holy Ghost School's RSE curriculum, aligned with our Mission Statement

Teaching & learning experiences for RSE will be underpinned by the following principles:

- In all aspects of the School's work, the children will be taught: that love is central to, and the basis for, meaningful relationships; the importance of self-respect, a sense of self-worth, in the knowledge that each of us is created in the image and likeness of God.
- All children have their unique gifts from God and are called to occupy a particular place within God's plan.

- In understanding that it is the parents who are the primary educators of their children it is the duty of the school to co-operate and provide what is best done in the school context.
- Relationships and Sex education will complement and support the role of Parents as the primary educators of their children.
- Children will recognise the responsibilities of the family unit at home; and its relations with the School and Parish families.
- Children will be taught about the central importance of vocation, marriage and family, as understood by the Catholic Church.
- Children are taught to accept 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 – like their family - are also characterised by love and care
- 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
- The children will be helped to form and sustain healthy relationships through exemplary "models" of good relationships from Scripture (the Holy Family) and good role models around them.
- They will understand the emotional and physical changes of both boys & girls during puberty.
- The children will grow in their understanding of human sexuality, appropriate to their level of maturity and developmental needs.
- Children will learn to recognise the need to make informed choices and will be empowered to resist peer pressure and to critically evaluate the values portrayed in the media.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes, which are respectful of all persons.

Delivery of RSE at Holy Ghost

Holy Ghost delivers its RSE curriculum using "Life to the Full". Using the programme in each year group, pupils will revisit the same topics at an age appropriate stage through their school life. It includes teaching about personal health, physical health, physical and emotional wellbeing, strong emotions, personal relationships, trusted adults, family structures, growing bodies, the menstrual cycle, puberty, life cycles, the dangers of social medias, the understanding the common good and living in the wider world.

Above all pupils learn from the personal relationships and attitudes they experience in their whole life in school and in every part of the curriculum. In a Catholic school the relationships between governors, staff, pupils and parents should reflect and communicate the Church's understanding of what it means to be a human person and a member of a community of persons.

Children's incidental questions are honestly and appropriately answered by teachers taking into account their age and experience, and respecting the Church's understanding that parents are the primary educators of their children.

Curriculum

Using 'Life to the Full' our curriculum provision is set out in Appendix 1 and we adapt our teaching, as necessary to suit all pupils learning needs.

A variety of engaging learning opportunities are provided for the children. The units of learning are planned to ensure continuity and progression throughout the school and, where appropriate, are linked to other areas of the curriculum.

Our primary sex education will focus on the module 'Preparing boys and girls for the changes that adolescence brings.'

Inclusion and Equal Opportunities

- We believe that each and every child irrespective of gender, race, creed, physical ability or stage of development has the right to enjoy learning, so that they can reach their full potential free from any prejudice-based bullying related to a special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Parents/Carers

As in all other curriculum areas we rely on parents' support for the effective delivery of RSE. In half termly curriculum letters, parents are given a brief outline of the areas to be taught for RSE for that specific term.

A letter (appendix 2) is sent to parents each Spring term, and arrangements are made for parents to examine the teaching materials if they wish to do so.

We respect Parents' rights to withdraw their child from all or part of RSE, except for the biological elements required by the National Curriculum. Our approach to teaching in Science needs to be supplemented, in the school context, by aspects of the Church's teaching. It is our experience that when parents and school co-operate to foster a genuine appreciation of questions relating to faith and morality, the primary duty of parents to educate their children in matters of human love strengthens the school's ability to carry out its duties.

Roles and Responsibilities

(i) The Governing Body

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation. It will monitor the implementation of the policy.

(ii) The Headteacher

1. The Headteacher is responsible for liaison with the Governing Body, parents, the Education Commission and the Local Authority to ensure that RSE is taught consistently across the school, and the Headteacher also manages requests to withdraw pupils from the non-statutory components of RSE

(iii) Subject Leader

The subject leader, alongside the headteacher, has the following responsibilities:

- take a lead in policy development and the organisation of the curriculum to ensure progression and continuity.
- support colleagues in their planning and delivery of the curriculum
- monitor progress and advise the Headteacher where action needed.
- take responsibility for the purchase and organisation of resources for RSE
- to keep up to date with developments in RSE and disseminate to colleagues as appropriate.

(iv) Staff

Staff are responsible for:

- Care of the children teaching RSE
- Teaching RSE in accordance with the requirements of the teachings of the Catholic Church and in line with Holy Ghost school's mission statement.
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress of pupils' engagement and understanding of the learning.
- 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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Appropriate external agencies who are fully aware of Catholic teaching are also used to support the Subject Leader as well as the rest of the staff in their delivery of RSE. When external agencies are used in the classroom a member of staff is always present to ensure correct Catholic teaching takes place.

oring and Evaluation

Evaluation of planning, and the execution of learning in RSE takes place, undertaken by the subject leader. Evaluation of lessons as well as the children's work and feedback is also undertaken. Areas for development are identified, and support is given to teachers. Governors also monitor the success of the programme.

Appendix 1: Curriculum map

Relationships and sex education curriculum map (Life to the Full: Ten Ten)

Years 1 and 2

KS1 Module One: Created and Loved by God explores the individual. Rooted in the teaching that **we are made in the image and likeness of God**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships

<p>Unit One</p> <p>Religious Understanding introduces children to the allegorical story of Kester, a young boy who is searching for his Maker. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit Kester’s story at the end of this module and also in later Key Stages.</p>
<p>Unit two</p> <p>Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching is also included on maintaining personal hygiene and the physical differences between boys and girls.</p>
<p>Unit 3</p> <p>Emotional Well-Being, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people’s feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions</p>
<p>Unit 4</p> <p>Life Cycles returns to Kester’s story, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown</p>

KS1 Module 2: Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

<p>Unit One</p> <p>Religious Understanding begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.</p>
<p>Unit two</p> <p>Personal Relationships children once again meet Super Susie, who helps them to identify the Special People in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p>

Unit three

Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC.

KS1 Module Three: Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

Unit One

Religious Understanding tells the parable of the Good Samaritan and an allegorical story called Trinity House (which children will revisit in later Key Stages) which simply explains the concept of the Trinity – God as a three in one community of love. These stories show children that God made us to be in loving relationships with one another.

Unit two

Living in the Wider World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

Years 3 and 4

LKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that **we are made in the image and likeness of God**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Unit 1 – Religious Understanding picks up the story of Kester which began in Key Stage One. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

In **Unit 2 – Me, My Body, My Health**, children meet animated character, AJ, who will reappear throughout this scheme of work. In this unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation

Unit 3 – Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this unit, media is discussed as a ‘fake reality’ and God’s love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

Returning to an allegorical story from Kester’s Adventures which establishes that we were handmade by God with our parents help, **Unit 4 – Life Cycles** explores the miraculous

nature of human conception and birth and offers an opportunity for thanksgiving. Sexual intercourse is not discussed in this session.

LKS2 Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Unit 1 – Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.

The sessions in **Unit 2 – Personal Relationships** help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

Unit 3 – Keeping Safe incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories..

LKS2 Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

Unit 1 – Religious Understanding explores in greater detail the world of Trinity House (first introduced in Key Stage One), where children will hear and discuss an allegorical story for the three part community of love, the Trinity. Children will learn that as they are made in God's image, they too are created to live in community.

In **Unit 2 – Living in the Wider World**, children will learn some of the principles of Catholic Social Teaching from *Together For The Common Good*, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.

Year 5 and 6

UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that **we are made in the image and likeness of God**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

Unit 1 – Religious Understanding picks up the story of Kester which has been told throughout the Ten Ten programme since Key Stage One. Through the three-part story and discussion sessions, Kester experiences (and therefore introduces) the topics and themes for the rest of the work covered in **Module 1: Created and Loved By God**. He develops a deeper understanding of why he was made and why he must grow, and this learning is referred back to throughout Module 1 as the religious application: that puberty is part of God's loving plan for creation.

In **Unit 2 – Me, My Body, My Health**, children will learn to celebrate differences between people as enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.

Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this unit covers how children may be affected by what they see online, including pornography.

In **Unit 4 – Life Cycles**, children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth. An optional session talks about sexual intercourse within the context of marriage being God’s plan for the place of sex within a relationship.

UKS2 Module Two: Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Unit 1 - Looks at the nature of God’s call to love others. The pupils look in detail and imaginatively at the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.

Unit 2 – Personal Relationships aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Unit 3 – Keeping Safe builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn’t share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The final session in the unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help.

UKS2 Module Three: Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good

Unit 1 – Religious Understanding explores in greater detail the world of Trinity House (first introduced in Key Stage One), where children will hear and discuss an allegorical

story for the three part community of love, the Trinity with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.

Building on learning from Lower Key Stage Two, **Unit 2 – Living in the Wider World** teaches children some of the principles of Catholic Social Teaching from *Together For The Common Good*, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.

Appendix 2

Science Curriculum which is integrated into the School's RSE programme:

In year 6

Describe the life process of reproduction and animals.

Children learn the following

As part of their life cycle, animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.

In Year 5

Describe the changes as humans develop to old age.

Children learn the following:

When babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce.

In Year 2

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

Children learn the following:

Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.

Appendix 3: National Curriculum - End of Key Stage statements RSE

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

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

Appendix 3 Protocol for parents/carers requesting to withdraw their child from any non-statutory Sex Education

Should parents wish to withdraw their child from the school's programme for non statutory sex education, please discuss the matter with the Headteacher so that arrangements can be made for your child.

Appendix 4 Relationship and Sex Education - letter to parents

Dear Parents,

In line with other Catholic schools in the Archdiocese of Southwark, we are reviewing our approach to 'Relationship and Sex Education' (RSE) which, in essence, does not mean any major change to the content of our lessons. We are, however, introducing a new scheme called "Life to the Full". This work was planned for last year, as you know, but didn't happen.

We have confidence that the new programme will be fit for purpose for as at Holy Ghost in supporting the development of each child's understanding in these matters. The "Life to the Full" programme is published by Ten Ten – a well trusted Catholic organisation, long established working with schools, and recommended by the Catholic Education Service, and the DFE.

Prior to the implementation of our summer term units of work on RSE, we write each year to parents of children in Years 5 and 6 to consult with you specifically about the content of the programme.

It is some years now since we first implemented our current policy, and, through training and guidance, alongside a number of other schools in the Archdiocese of Southwark, we have worked hard each year to improve our approaches, in order to support you, our parents, in the education of your children in matters pertaining to "Relationship and Sex Education".

The situation for primary schools with regard to this aspect of children's education is not straightforward. We are, by law, required to teach the process of reproduction and the main stages of the human life cycle as a strand of National Curriculum Science. We consider that teaching these aspects of science through RSE, is a more appropriate approach, in a Catholic school, where we must be guided by our mission to educate the "whole person", and in so doing, form attitudes and values that bring children to a deep appreciation of true Christian values – relating to life; to human love and the family - and an understanding of moral principles.

The Church insists that parents are the first and best educators of their children. Our role is to assist and support you, as Catholic parents, to instill in your children a sense of their God-given uniqueness; an ability to discern right values; to promote the message of the gospel – and to behave accordingly - with a properly formed conscience. Against this backdrop, we deliver a programme which helps us put in a Catholic context the sex and relationships matters that we are required to teach.

As Parents, you have the right to withdraw your child from RSE, because it forms part of non- statutory Personal Social and Health Education (PSHE), but you are not able to withdraw from National Curriculum Science. We wish to set the teaching in National Curriculum Science in a Catholic context. We wish to assure you that we will, of course, respect the choice you make for your child, and will make alternative arrangements should you decide to withdraw your child. We are very happy to have a discussion with you, if you are in any way concerned. Please see either myself or Miss Murphy, if this is the case. Miss Murphy will be responsible for delivering the programme to Year 6, and Miss O'Brien to Year 5.

With all the pressures of modern day living, it is important that we present the Catholic Church's teaching prudently, and in a positive manner. You will each have your own thoughts on how and when you will broach this area with your child. The Pontifical Council for the Family's document "The Truth and Meaning of Human Sexuality" explains the subsidiary role of the school in such matters, and promotes the Church's teaching that parents should undertake a personalised dialogue with their children. Our work would seek to complement the work of parents, and to cover aspects that are best covered within a school context.

You might decide that in the coming weeks it may be a good time to discuss such matters with your child if, for example they are in Year 6, before secondary school transfer. You may already have spoken to your

child. Some of you have told us that you will use the programme taught in school to aid a discussion afterwards. We need to work with you because we too explore the contents of the programme each year to ensure it meets the needs of each cohort of children.

This year, with a new scheme, we are inviting any parents to look at the resources and experience the approach we will take, so that you can better understand the teaching which will be received in class.

Attached below is a link, username and password for parents to access the content of work the teachers will be delivering to your children. The online portal is a place where you can have a real insight into the programme and it also includes a wide range of home activities, should you choose to use them.

<https://www.tentenresources.co.uk/parent-portal/>

username: holy-ghost-sw1

password::ocean-5-sw1

The Catholic Bishops, through the forum of Bishops' Conferences (Low Week 1987) have stated that they wish our children to have a gradual and positive sex education, through a developmental programme, which aims to help them have a properly formed conscience, enabling them to make right judgements. They say that children have a right to have their questions answered, and must not remain ignorant. Education in chastity and modesty is central to our programme, so that the biological facts of the Science curriculum are truly embedded within the context of developing Christian values and sound moral principles.

“Life to the Full” provides us with an entire platform of creative resources that will engage, inform and inspire the children. This includes interactive video content, and story-based activities and, crucially, an accompanying programme of classroom prayers.

“Life to the Full” is intended to be used in partnership between home, school and Church. We are confident you already work closely with us and we see our new programme, “Life to the Full”, as a means to further develop, support and enrich the partnership between home, school and Church, so that your child is educated in these matters in an appropriate and meaningful way, befitting our Catholic mission.

Best wishes,
Gabriella Murphy
Assistant Headteacher
Leader for RE

Susan Lawless
Headteacher

Appendix 5 Programme Content for Parents

Programme Content

The programme adopts a spiral curriculum approach so that as your child develops their learning will deepen, with each stage building on the last.

Module One: Created and Loved by God

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

In these sessions, we explore:

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

Lower Key Stage Two – understanding differences, respecting our bodies, strategies to support emotional wellbeing including practising thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences; a more complex understanding of physical changes in girls’ and boys’ bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being; a more nuanced and scientific understanding of life in the womb; **how babies are made**, and menstruation. The ‘how babies are made’ aspect is the one we particularly want to discuss with you.

Module Two: Created to Love Others

Module Two: “Created to Love Others” explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

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

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help children develop healthy relationships with family and friends. They are also taught simple techniques for managing thoughts, feelings and actions.

Once again, for the ‘Keeping Safe’ unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

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

Module Three: Created to Live in Community

Finally, Module Three: “Created to Live in Community” explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the common good.

Appendix 6: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

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