



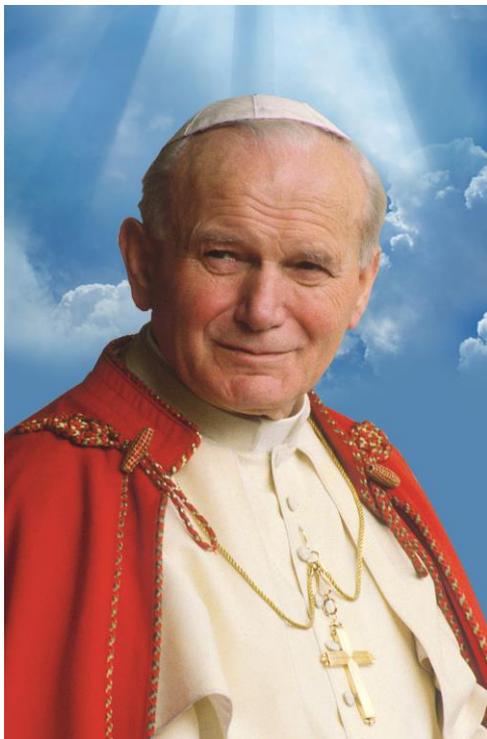
# RSHE (Relationships, Sex Education & Health Education) Policy



<b>Name of School</b>	<b>St Edward's Catholic Primary School</b>
<b>Policy review date</b>	<b>September 2021</b>
<b>Date of next review</b>	<b>September 2022</b>
<b>Who reviewed this policy?</b>	<b>M Dourado-Alfonso RE Subject Leader</b>

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St Pope John Paul II, inspired and challenged young people to become saints:

*“Young people of every continent, do not be afraid to be the saints of the new millennium! Be contemplative, love prayer; be coherent with your faith and generous in the service of your brothers and sisters, be active members of the Church and builders of peace. To succeed in this demanding project of life, continue to listen to His Word, draw strength from the Sacraments, especially the Eucharist and Penance. The Lord wants you to be intrepid apostles of his Gospel and builders of a new humanity.”*

**"It is the duty of every man to uphold the dignity of every woman"**  
— Pope St. John Paul II



From September 2020, guidance from the Department for Education for Relationships Education, Relationships and Sex Education (RSE) and Health Education becomes mandatory for all Schools, including Catholic Schools.

This initiative has been welcomed by the Catholic Education Service (CES), who state clearly that, Catholic schools are also required to deliver RSE in accordance with the teaching of the Church. RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education, which seeks to form as well as inform young people in preparation for adult life.

## SUMMARY OF DFE CONTENT FOR PRIMARY SCHOOLS

### 1. Relationship Education

Relationships Education and Relationships and Sex Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Here at St Edward's we continue to use **A Journey in Love** scheme as recommended by the diocese.

Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate ways, children will cover how to treat each other with kindness, consideration and respect. By the end of primary school, pupils will have been taught content on:

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

### 2. Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. By the end of primary school, children will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Here at St Edward's are working with the guidelines provided by the Catholic Education Services and Brentwood Diocese that offer perspectives on the provision of outstanding Relationships Education, Relationships, Sex Education, and Health Education in Catholic schools as follows:

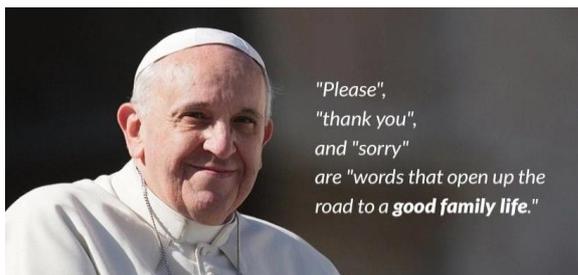
In order for Catholic Relationships Education, relationships, sex education, and health education to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.<sup>1</sup>

The CES further accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

The provision for RSE will the following pedagogical principles:

- Progressive & Developmental
- Differentiated
- **Cross-curricular: RE, IT, PE, Science, Music, Art, English, Health Ed.**
- Integrated
- Co-ordinated
- Balanced



**"Our schools need to be places where everyone feels valued for their innate dignity." Pope Francis**

## AIM of RSE

In partnership with our parents we aim to provide children with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education that believes each person is made in the image and likeness of God.

### Objectives:

#### To develop the following attitudes and virtues:

- Reverence for the gift of sexuality;
- Respect for the dignity of every person – in their own person and in the person of others;
- Joy in the goodness of the created world and their own bodies;
- Responsibility for one’s actions and a recognition of their impact 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;
- Faithfulness in relationships.<sup>2</sup>

#### To develop the following personal and social skills:

- Making sound judgements and good choices; which have integrity and which are respectful of the individual’s commitments;
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- Managing emotions within relationships, including when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.<sup>3</sup>

#### To know and understand:

- 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;

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<sup>2</sup>  
<sup>3</sup>

- 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; (Parents have the right to withdraw their child from this part of the curriculum);
- How to keep themselves safe and where to go for advice.<sup>4</sup>

**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 of what is 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 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.” *Learning to Love: An Introduction to Catholic Relationship and Sex Education (Relationships Education, Relationships and Sex Education and Health Education) for Catholic Educators, (page 3).*



## ROLES AND RESPONSIBILITIES

### Safeguarding Procedures

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated child protection officer in school.

### The Role of the Parent

The school recognises that parents/carers are the primary educators of their children and will seek to support them in their task. It will ensure that parents/carers are consulted with and kept fully informed of what is happening in RSE in terms of content, delivery, timing and evaluation.

### The Right of Withdrawal

Parents have the legal right to withdraw their children from sex education where this is not contained in the National Curriculum. It is hoped that parents would see the importance of educating children in these matters within the context of the faith.

### The Role of the Governors

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholicity of the school. Governors will consult on, and approve the RSE policy in accordance with the Catholic character of the School and in line with other policies. They will ensure that the policy is made available to parents and will advise them of their right to withdraw their children. Governors will also ensure that there is an effective system for the monitoring and evaluation of the RSE policy, programme and related resources used.

### The Role of the Headteacher

The Headteacher has overall delegated responsibility for the implementation of the Relationships Education, Relationships and Sex Education and Health Education policy and its integration into the school's curriculum and Catholic life.

### The Role of Staff

Relationships Education, Relationships, Sex Education, and Health Education is a whole school issue. All staff will be involved in developing children's personal and social skills and the attitudes and virtues aspect of Relationships Education, Relationships and Sex Education and Health Education programme.

### The Role of the Coordinator

The RE Coordinator will implement inset for staff in order to develop and enrich their knowledge of this area of the curriculum, and, will monitor the teaching of Relationship and Sex Education in the school



## PROGRAMME

St Edward's Catholic Primary School has agreed to follow the programme 'A Journey in Love' as recommended by the Diocese of Brentwood alongside RSE Coordinator and Foundation Governor.

Teaching will be whole class, mixed gender learning, with the opportunities for a separate boys and girls forum to facilitate the needs of the individual child if necessary or requested. Children with Special Educational Needs and disabilities (SEN - D) will have support in varying ways depending upon their individual needs and in consultation with their parents/carers.

## MONITORING AND EVALUATION

This policy will be monitored annually by the RSE Coordinator and reviewed annually by the Governing Body. Parents/carers will be consulted with, if any changes or adaptations are proposed.

### Some Resources:

1. Journey in Love - revised edition 2020.
2. Come and See.

### Websites:

1. [www.catholiceducation.org.uk](http://www.catholiceducation.org.uk)
2. [https://www.youtube.com/playlist?list=PLvZZjTkOwWdYKhIHILYQyFwAY-S\\_ROLro](https://www.youtube.com/playlist?list=PLvZZjTkOwWdYKhIHILYQyFwAY-S_ROLro)
3. [www.vatican](http://www.vatican)
4. [www. https://councilforlife.ie/lennart-nilsson-life-before-birth/70/](https://councilforlife.ie/lennart-nilsson-life-before-birth/70/)

### Books:

1. Learning to Love: *An Introduction to Catholic Relationship Education: for Catholic Educators* - Bishop's Conference of England and Wales - March 2017.
2. *Amoris Laetitia* – Pope Francis – March 2016.
3. *Formation in virtues: educating the whole person* –Bishops Conference of England and Wales - April 2020.
4. *Before you were born* – *Our Sunday Visitor*.
5. *Human Relationships* – *Dr Jack Dominion*.
6. *Theology of the Body* – *St Pope John Paul II*.

### Documents:

1. A model policy for Relationship and Sex Education - CES - 2020.

May we never lose heart because of our limitations, or ever stop seeking that fullness of love and communion which God holds out before us. *Amoris Laetitia* (325)

'Following Christ we reach our goals'

## APPENDIX 1

### OVERVIEW OF *JOURNEY IN LOVE*

**Early Years:** The wonder of being special and unique.

**AIM:** To explore the wonder of being special and unique.

**Year 1:** We meet God's love in our family.

**AIM:** To focus on families and specially growing up in a loving, secure and stable home.

**Year 2:** We meet God's love in the community.

**AIM:** To describe how we are growing and developing in diverse communities that are God – given.

**Year 3:** How we live in love.

**AIM:** To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.

**Year 4:** God loves us in our differences.

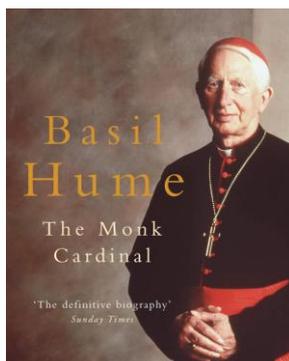
**AIM:** To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.

**Year 5:** God loves us in our changing and developing.

**AIM:** 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.

**Year 6:** The wonder of God's love in creating new life.

**AIM:** 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.

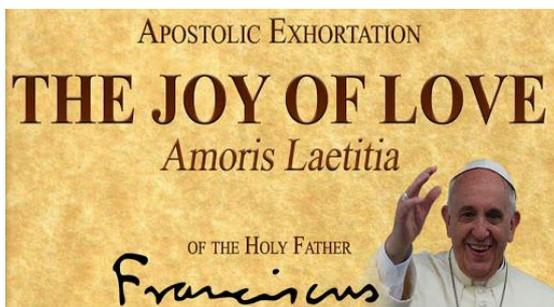


Learning to love encompasses a range of relationships not just sexual ones, because human beings flourish through various and different relationships with other people. God's gift of friendship is a way of loving, and while sexual loving presupposes friendship, friendship does not require full sexual involvement. *Cardinal Basil Hume.*\_\_\_

## APPENDIX 2

### OVERVIEW OF MAPPING GRID

	JOURNEY IN LOVE	DFE GUIDANCE
<p><b>Early Years</b>  <b>Aim:</b> To explore the wonder of being special and unique.</p>	<p><b>1. Social and Emotional</b>            L.I: To recognise the joy of being a special person in my family.</p> <p><b>2. Physical</b>            L.I: To recognise that we are all different and unique.</p> <p><b>3. Spiritual</b>            L.I: To celebrate the joy of being a special person in God's family.</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. 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 characterized 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.</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 recognize 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>



The aesthetic experience of love is expressed in that “gaze” which contemplates other persons as ends in themselves, even if they are infirm, elderly or physically unattractive.

Love opens our eyes and enables us to see, beyond all else, the great worth of a human being.

The joy of this contemplative love needs to be cultivated.

Since we were made for love, we know that there is no

greater joy than that of sharing good things: “Give, take, and treat yourself well” (Sir 14:16).

The most intense joys in life arise when we are able to elicit joy in others, as a foretaste of heaven.

*Amoris Laetitia* (128/9)

**Year 1**

<p><b>Year 1</b>  <b>Aim: To focus on families and specially growing up in a loving, secure and stable home.</b></p>	<p><b>1. Social and Emotional</b>          LI: To recognise the signs that I am loved in my family.</p> <p><b>2. Physical</b>          LI: To recognise how I am cared for and kept safe in my family.</p> <p><b>3. Spiritual</b>          LI: To celebrate ways that God loves and cares for us.</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>
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## Year 2

<p><b>Year 2</b></p> <p><b>Aim:</b> To describe how we are growing and developing in diverse communities that are God-given.</p>	<p><b>1. Social and Emotional</b></p> <p>LI: To recognise the joy and friendship of belonging to a diverse community.</p> <p><b>2. Physical</b></p> <p>LI: To describe ways of being safe in communities.</p> <p><b>3. Spiritual</b></p> <p>LI: To celebrate ways of meeting God in our communities.</p>	<p><b>Families and people who care for me</b></p> <p>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></p> <p>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></p> <p>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></p> <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. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
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### Year 3

<p><b>Year 3</b></p> <p><b>Aim:</b> 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>1.Social and Emotional</b></p> <p>LI: To describe and give reasons how friendships make us feel happy and safe.</p> <p><b>2. Physical</b></p> <p>LI: To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p><b>3. Spiritual</b></p> <p>LI: To celebrate the joy and happiness of living in friendship with God and others.</p>	<p><b>Families and people who care for me</b></p> <p>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></p> <p>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></p> <p>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></p> <p>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> <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.</p>
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## Year 4

<p><b>Year 4</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>1. Social and Emotional</b></p> <p>LI: To describe how we all should be accepted and respected.</p> <p><b>2. Physical</b></p> <p>LI: To describe how we should treat others making links with the diverse modern society we live in.</p> <p><b>3. Spiritual</b></p> <p>LI: To celebrate the uniqueness and innate beauty of each of us.</p>	<p><b>Families and people who care for me</b></p> <p>Stable, caring relationships, which maybe 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></p> <p>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></p> <p>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. 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></p> <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. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
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## Year 5

<p><b>Year 5</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>1. Social and Emotional</b></p> <p>LI: To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p><b>2. Physical</b></p> <p>LI: To show knowledge and understanding of the physical changes in puberty.</p> <p><b>3. Spiritual</b></p> <p>LI: To celebrate the joy of growing physically and spiritually.</p>	<p><b>Families and people who care for me</b></p> <p>That those stable, caring relationships, which maybe 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></p> <p>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></p> <p>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></p> <p>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></p> <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? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact.</p>
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## Year 6

<p><b>Year 6</b>  <b>Aim: To develop a secure understanding of strengthened, and that resorting to violence is never right.</b></p> <p><b>what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage.</b></p>	<p><b>1. Social and Emotional</b>            LI: 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><b>2. Physical</b>            LI: To explain how human life is conceived.</p> <p><b>3. Spiritual</b>            LI: 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>Families and people who care for me</b>            Stable, caring relationships, which maybe 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</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. 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>
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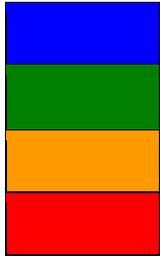
## APPENDIX 3

### OVERVIEW OF COME AND SEE

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Domestic church family</b>	<b>Myself</b> God knows and loves each one	<b>Families</b> God's love and care for every family	<b>Beginnings</b> God at every beginning	<b>Homes</b> God's dream for every family	<b>People</b> The family of God in Scripture	<b>Ourselves</b> Created in the image & likeness of God	<b>Loving</b> God who never stops loving
<b>Baptism/confirmation belonging</b>	<b>Welcome</b> Baptism; a welcome to God's family	<b>Belonging</b> Baptism an invitation to belong to God's family	<b>Signs &amp; symbols</b> Signs & symbols in Baptism	<b>Promises</b> Promises made at Baptism	<b>Called</b> Confirmation: a call to witness	<b>Life choices</b> Marriage commitment and service	<b>Vocation &amp; commitment</b> The vocation of priesthood and religious life
<b>Advent/Christmas loving</b>	<b>Birthday</b> Looking forward to Jesus' birthday	<b>Waiting</b> Advent a time to look forward to Christmas	<b>Preparations</b> Advent; preparing to celebrate Christmas	<b>Visitors</b> Advent: waiting for the coming of Jesus	<b>Gift</b> God's gift of love & friendship in Jesus	<b>Hope</b> Advent; waiting in joyful hope for Jesus; the promised one	<b>Expectations</b> Jesus born to show God to the world
<b>Local church community</b>	<b>Celebrating</b> People celebrate in Church	<b>Special people</b> People in the parish family	<b>Books</b> The books used in Church	<b>Journeys</b> Christian family's journey with Jesus	<b>Community</b> Life in the local Christian community: ministries in the parish	<b>Mission</b> Continuing Jesus' mission in diocese [ecumenism]	<b>Sources</b> The Bible, the special book for the Church
<b>Eucharist relating</b>	<b>Gathering</b> The parish family gathers to celebrate Eucharist	<b>Meals</b> Mass; Jesus' special meal	<b>Thanksgiving</b> Mass a special time for saying thank you to God for everything, especially Jesus	<b>Listening &amp; sharing</b> Jesus gives himself to us in a special way	<b>Giving &amp; receiving</b> Living in communion	<b>Memorial sacrifice</b> The Eucharist the living memorial of Jesus' sacrifice	<b>Unity</b> Eucharist enables people to live in communion.
<b>Lent/Easter giving</b>	<b>Growing</b> Looking forward to Easter	<b>Change</b> Lent a time for change	<b>Opportunities</b> Lent; an opportunity to start anew in order to celebrate Jesus' new life	<b>Giving all</b> Lent a time to remember Jesus' total giving	<b>Self discipline</b> Celebrating growth to new life	<b>Sacrifice</b> Lent a time of aligning with the sacrifice already made by Jesus	<b>Death &amp; new life</b> Celebrating Jesus' death & resurrection
<b>Pentecost serving</b>	<b>Good News</b> Passing on the Good news of Jesus	<b>Holidays &amp; holydays</b> Pentecost: feast of the Holy Spirit	<b>Spread the word</b> Pentecost a time to spread the Good News	<b>Energy</b> Gifts of the Holy Spirit	<b>New life</b> To hear & live the Easter message	<b>Transformation</b> Celebration of the Spirit's transforming power	<b>Witnesses</b> The Holy Spirit enables people to become witnesses
<b>Reconciliation Inter-relating</b>	<b>Friends</b> Friends of Jesus	<b>Being sorry</b> God helps us to choose well Sacrament of Reconciliation	<b>Rules</b> Reasons for rules in the Christian family Sacrament of Reconciliation	<b>Choices</b> The importance of examination of conscience Sacrament of Reconciliation	<b>Building bridges</b> Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	<b>Freedom &amp; responsibility</b> Commandments enable Christians to be free & responsible	<b>Healing</b> Sacrament of the Sick
<b>Universal Church world</b>	<b>Our world</b> God's wonderful world	<b>Neighbours</b> Neighbours share God's world	<b>Treasures</b> God's treasure; the world	<b>Special places</b> Holy places for Jesus & the Christian	<b>God's people</b> Different saints show people what God is like	<b>Stewardship</b> The Church is called to the stewardship of Creation	<b>Common good</b> Work of the worldwide Christian family

## APPENDIX 4

# Brentwood Diocese Approved Primary Safety Skills Ladder



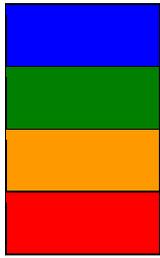
## Primary Safety Skills Ladder Key Stage 1 & 2

### E-Safety Keeping Healthy Relationships and Sex Education Staying Safe including Drug Education

#### Year 1

- I can name the main parts of the body and know that we are created in God's image
- I understand differences between male and female and can name the main parts of the body, including sexual parts (penis/vagina)
  - I know which areas of the body are private
  - I understand that babies become children and then adults
  - I know how to look after my body
- I know that there are different kinds of relationships – family, friends and others
  - I know that there are different types of families
- I can say people who are special to me, what makes them special and how special people should care for one another
  - I know family and friends should care for each other
  - I know there are good and bad secrets
- I can judge what kind of physical contact is acceptable, unacceptable, comfortable and uncomfortable and how to respond (Including who to tell and how to tell them)
- I understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
  - I know the role of medicines in promoting health and the reasons why people use them
  - I know the school rules about personal hygiene and medicines
- I know that there are healthy and less healthy drinks and some drinks that are for adults (e.g coffee, alcohol)
  - I recognise the need for safety rules – road, fire, school environment, playground and home
  - I know there are people and services who can help us
- I know simple rules about medicines and other substances used in the home, including solvents (bleach, cleaning product) and that they can be harmful if not used properly
  - I know the importance of personal hygiene – regular washing, bathing, showering
- I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health
- I know that change and loss can affect feelings, including moving home, losing pets, friends, or family.
  - I know who to go to if I am worried
- I understand that I can find a range of information from the internet
  - I can navigate age-appropriate websites
  - I know what to do if I find something inappropriate online
  - I know that the internet can be used to communicate with others
- I understand that we should respect the work of others which is stored or presented electronically

## Primary Safety Skills Ladder



Key Stage 1 & 2

E**S**afety  
 Keeping **H**ealthy  
 Relationships and Sex **E**ducation  
 Staying **S**afe including  
 Drug **E**ducation

### Year 2

I use appropriate language for body parts e.g penis and vagina

I know which parts of my body are private

I know the difference between male and female humans and animals

I understand the importance of valuing of one's own body and recognising its uniqueness

I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (PANTS are Private – NSPCC link)

I know that people can do different things according to age and development and that people grow from young to old

I know some people have fixed ideas about what boys and girls can do

I know that there are good and bad secrets

I know I share a responsible to keep myself and others safe, when to say, *yes, no, I'll ask, I'll tell...*

I can recognise, name and deal with my feelings in a positive way

I know that other people's families are different to mine

I can listen to other people

I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends

I understand that all drugs (cough syrup, paracetamol, Calpol, caffeine, alcohol) can be harmful if not used properly

I know the dangers from handling discarded syringes and needles

I know who to go to if I need help or am worried

I can make simple choices to improve my health and well-being

I know that change and loss can affect feelings, including moving home, losing pets, or family.

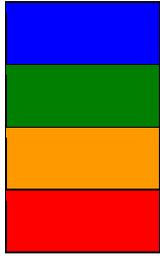
I can use the internet purposefully and safely to answer specific questions

I know that not everything on the internet is true

I am able to send suitable and purposeful emails with help I can demonstrate an understanding of E-safety when communicating online

I am aware that people communicate using social media/gaming and the importance of privacy and staying safe

## Primary Safety Skills Ladder



Key Stage 1 & 2

E-Safety

Keeping Healthy

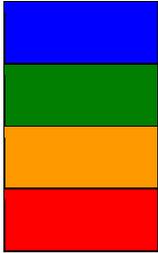
Relationships and Sex Education

Staying Safe including Drug  
Education

### Year 3

- I can identify different types of relationships and show ways to maintain good relationships
- I understand that relationships may change over time
- I can judge what kind of physical contact is acceptable or unacceptable
- I know who to go to if I need help
- I understand that all families are different and have different family members
- I can describe how my body has changed since I was a baby
- I can judge what kind of physical contact is acceptable or unacceptable
- I know that individuals have rights over their own bodies and there are differences between good and bad touching
- I understand about personal space
- I know how to deal with unwanted touch
- I know who to go to if I needed help
- I know that marriage and civil partnerships are examples of loving relationships
- I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing
- I can identify and explain how to manage the risks in different familiar situations.
- I can make judgements and decisions and use basic techniques for resisting negative peer pressure
- I can list the commonly available substances and drugs that are legal (cough medicine, paracetamol, Calpol, caffeine, alcohol) and illegal (tobacco and aerosols) and describe some of the effects and risks of these
- I know how to keep myself and others safe when using roads
- I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs I understand that it is alright to break a secret in order to keep me safe
- I can use the internet purposefully and safely to answer specific questions.
- I know that not everything on the internet is true
- I know the difference and risks of communicating using email and online in a discussion forum
- I am able to send suitable and purposeful emails
- I can demonstrate an understanding of E-safety when communicating online

## Primary Safety Skills Ladder



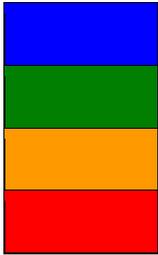
Key Stage 1 & 2

**E-Safety**  
**Keeping Healthy**  
**Relationships and Sex Education**  
**Staying Safe including Drug Education**

### Year 4

- I feel good about myself and my body
- I know the importance of taking care of my own body
- I know I have the right to protect my body from inappropriate and unwanted contact
- I understand the language used to describe feelings and changes
- I understand the main stages of the human life cycle
- I know some of the ways that my body and emotions will change as I grow into an adult through the stages of puberty including physical differences (height, weight, perspiration, changes in skin)
- I know that puberty is linked to reproduction
- I know the names for different male and female body parts and **introduce** their functions (vagina and penis are organs used to excrete bodily waste and are the organs involved in sexual reproduction)
- I can respond appropriately to other people's feelings
- I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from me
- I am aware of different types of relationships including those between friends and families, civil partnerships and marriage
- I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media
- I can make informed choices about healthy eating and exercising
- I can use the internet as a resource to support my work, and begin to understand plagiarism
- I know that not everything on the internet is true and know what to do if I access something inappropriate
- I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school blogs, email, instant messaging, social networking, online gaming and mobile phones
- I understand the need to keep some information private in order to protect myself when communicating online (passwords, address, distributing images of myself and others)
- I begin to recognise how electronic communications may be used for manipulation or persuasion
- I can take responsibility for my own choices, behaviour and safety and realise that actions have consequences
- I can begin to understand some of the influences on my personal choices in relation to smoking or other substances (caffeine, alcohol, tobacco) and the consequences of those choices
- I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances I know how to go to if I need help

## Primary Safety Skills Ladder



Key Stage 1 & 2

E-Safety  
Keeping Healthy  
Relationships and Sex Education  
Staying Safe including Drug Education

### Year 5

I can name the parts of the male and female reproductive organs

I know and explain the ways in which boys and girls grow and develop in puberty physically and emotionally

I understand how to manage the physical and emotional changes of puberty

I understand the importance of good hygiene routines as I grow into an adult

I know where I can get support during puberty both within and outside of school

I know where individuals, families and groups can get help and support

I understand the safe and simple routines to prevent the spread of bacteria and viruses

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

I recognise that as I approach puberty, how people's emotions change and how to deal with my feelings towards myself, my family and others in a positive way

I know where individuals, families and groups can get support

I know that marriage is a commitment freely entered into by both people and that no one should enter a marriage if they don't want to

I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with

I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability

I can identify a range of risks connected to realistic and relevant drug situations for my age

I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences

I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks

I know the dangers from handling discarded syringes and needles

I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

I know who to go to if I need help

I know what makes a healthy lifestyle- the benefits of exercise and

healthy eating and the factors that affect mental health, including positive self-image

I know how to make informed healthy lifestyle choices



### Year 5

I can recognise the need to ask appropriate questions to find answers

I understand that good online research involves processing the information (rather than copying) and interpreting it for others

I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website

I recognise issues of copyright and the importance of acknowledging sources

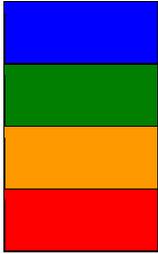
I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness

I understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school, including the distribution of images of myself and others

I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users

I can evaluate my own use of web-publishing tools and how I present myself on-line

## Primary Safety Skills Ladder



Key Stage 1 & 2

E-Safety

Keeping Healthy

Relationships and Sex Education

Staying Safe including Drug  
Education

### Year 6

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I can name and explain the human reproductive organs in males and females

I know the ways in which boys and girls grow and develop in puberty to prepare the body for reproduction and that this can happen at different times

I know the age at which a person in the UK is able to consent to sexual activity and I understand what *consent* is

I know some facts about human reproduction including conception, pregnancy and birth and that contraception can be prevented by the use of contraception (condoms)

I understand that there are lots of things to consider before having a baby

I know how to keep my body healthy and clean during puberty

I recognise that as I approach puberty how peoples' emotions change at that time and how to deal with my feelings towards myself, others and my family in a positive way

I know some of the reasons why adults choose to have sex in a relationship and that tis cn be influenced by cultural and religious views

I know that female genital mutilation is a crime and how t get support if I have fears about myself and others

I am able to recognise and challenge stereotypes

I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to this and ask for help

I know some of the ways that people show they love and care for each other in a relationship

I understand that there are different types of adult relationship and can explain the qualities of a positive relationship

I have thought about when it is appropriate to share personal information in a relationship

I know families are important for having babies and bringing them up

I understand that abuse in relationships is against the law and know where people can go for help in this situation

I know that civil relationships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.

I know that there are some cultural practices which are against the law and universal rights e.g honour based violence, forced marriages, human trafficking etc.



I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing.

I know basic emergency aid procedures (IMPS)

I know that pressure to behave in an unacceptable or risky way (social media, relationships) can come from a variety of sources, including people I know

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I understand the influence of the media in relation to alcohol and drugs and know where to access reliable sources of information and support around substances (FRANK)

I understand the basic law in relation to substances

I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders etc...

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website

I understand the issues of plagiarism, copyright and data protection in relation to my work

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school

I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online (CEOP Resources, Sexting, Internet Footprint and Traceability)

I understand the importance of protecting personal information, including passwords, addresses and images