

## **RELATIONSHIPS and SEX EDUCATION (RSE) POLICY**

### ***I am the Way, the Truth and the Life (John 14:6)***

*Our mission at St. Joseph's is to offer the community an encounter with the living God - Jesus Christ: The Way, The Truth, The Life. Our vision is to capture hearts to follow His way, enlighten minds to seek His truth and awaken souls to embrace His life. We believe in an education for the whole child - heart, mind and soul.*

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

### **Consultation**

As set out in the Baptism Rite, St. Joseph's recognise that parents/carers are the first and foremost educators of their children. Good communication and consultation with parents/carers is therefore vital as we support them in their role to develop their children's understanding of Relationships and Sex Education. Parents/carers have been involved in developing this policy. Materials for both lessons and reading resources have been shared with parents/carers and will be made available on request. This policy has been developed under the guidance of the Diocese of Arundel and Brighton, in line with Catholic Education Service (CES) recommendations.

### **Dissemination**

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

### **Defining Relationship and Sex Education**

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"<sup>1</sup>. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."<sup>2</sup> This would include the topics of families and the people who care for me, caring friendships,

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

respectful relationships, online relationships and being safe.

### **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science (Appendix 1). Parents are unable to withdraw pupils from these statutory sessions.

Through Relationships Education, we will teach pupils the knowledge they need to recognise and / or report abuse, including emotional, physical and sexual abuse. This can be delivered by focusing on boundaries and privacy, ensuring that children understand that they have a right over their own bodies. Appendix 2 sets out statutory requirements for Relationships Education in Primary Schools.

However, the reasons for our inclusion of RSE go further.

### **Rationale**

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

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

### **Values and Virtues**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family

life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### **Aim of RSE and the Mission Statement**

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

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **Objectives**

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

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

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

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;

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<sup>3</sup> Gravissimum Educationis 1

- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

**To know and understand:**

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

**Outcomes**

**Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

**Equality Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

**Broad Content of RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a

specific relationships and sex curriculum. Our programme will be covered through PSHE, Science, RE whilst alongside our yearly worship calendar, Rights Respecting and Healthy School initiatives.

### **Programme and Resources**

Appendix 3 and 4 to this policy provide further information about the PSHE and RSE programme and resources used at St. Joseph's. Teaching strategies will include:

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

### **Assessment**

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the RSE Coordinator and the SLT in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

### **Parents and Carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing the year group curriculum map and PSHE curriculum with all parents. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Materials will be shared through workshops to help parents/carers to find out more and enable them to share this with their children at home.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their

child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum Science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

### **Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays with the individual class teachers, under the guidance of the RE Lead, PSHE Lead and Senior Leadership Team.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'<sup>4</sup>.

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<sup>4</sup> CES Checklist for External Speakers to Schools, 2016

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **Other Roles and Responsibilities Regarding RSE**

### **Governors**

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.
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### **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

### **RSE Co-Ordinator**

The co-ordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. They will be supported by the curriculum team, SLT and Designated Safeguarding leads.

### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **Relationship to other policies and curriculum subjects**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc). Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE.

### **Children's questions**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time<sup>5</sup>, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **Supporting children and young people who are at risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead.

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme,

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<sup>5</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23



will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and Evaluation**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated biannually by means of questionnaires and by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Date updated: Autumn 2022

Date for review: Autumn 2023

## **Appendix 1**

### **Key Stage 1 (5-7)**

#### **Statutory**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### **Notes and Guidance (non-statutory)**

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

### **Key Stage 2 (7 – 11)**

#### **Statutory**

- describe the changes as humans develop to old age.

#### **Notes and Guidance (non-statutory)**

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

#### **Statutory**

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

#### **Notes and Guidance (non-statutory)**

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

## **Appendix 2**

### **Statutory Primary Relationships Education**

#### ***Families and people who care for me :***

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different 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:***

- 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.

#### ***Respectful relationships:***

- 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 the 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:***

- 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.

***Being safe:***

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate 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

#### St. Joseph's PSHE Curriculum

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Keeping Safe	Relationships	Rights, Responsibilities and Citizenship	Healthy Lifestyles and Growing and Changing	SRE (Journey in Love)	Wellbeing
<b>EYFS</b>	Understanding why listening is important. Understand the rules for using technology inside and outside of my home. Identify personal information and the importance of online privacy and security.	Build constructive and respectful relationships by thinking about others feelings as well as my own. Recognise that I can say 'no' 'please stop' 'I'll tell' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	I know that information can be retrieved from online and can be used to communicate. I know there is a wider community and people share different beliefs.	I know about different factors that support and help my overall health and wellbeing: dental, sleep, diet and exercise.	<b>The wonder of being special and unique</b>  To explore the wonder of being special and unique.	Understand and see that they are a valuable individual. Identify and moderate their own feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.
<b>1</b>	Understand how to stay safe in person. Discuss rules and the importance of them and how they change in	Identify the people who love and care for them and their different roles. Recognise how this can be	Understand what money is, where it comes from, how jobs help people earn money and how these can affect our wants and	Understand how to keep ourselves healthy: food; physical activity; hygiene routines; safe	<b>We meet God's love in our family</b>  To focus on families and specifically growing up in	Recognise and name the different feelings we can have. Discuss ways to share and describe

	different situations. How to share if they feel unsafe and what to do in many situations (emergency, swimming pool, cross the road) .	different for different people but identify common features. Understand what is kind/ unkind behaviour and how this can affect others and ask for help if unhappy.	needs.	in the sun. Name the main parts of the body using correct scientific terminology.	a loving, secure and stable home.	these feelings. Understand what helps us feel good and what makes us special and we all have different strengths.
<b>2</b>	How to keep safe at home (appliances and products), what to do in an emergency and how to keep safe online.	Understand how to make a friend (in person and online), describe what a good friend is and how to resolve disagreements. How to share their opinions and listen to others views.	The role of the internet and how to use it safely and the different jobs that people have in the community.	Understand the different ways to keep healthy (too much sugar in food; active every day; sleep and the different ways to relax and rest; dental care; and taking a break from screens). Understand the use of medicines and how this affects how people can feel.	<b>We meet God's love in the community</b>  To describe how we are growing and developing in diverse communities that are God-given.	Understand how feelings can affect people's behaviour and body. Discuss what to do when things are difficult. Recognise and manage big feelings such as change and loss. Recognise ways we are all unique.
<b>3</b>	Understand privacy and personal boundaries. Understand	Recognise there are different types of relationships (friendship,	Recognise the reasons for rules and laws and the consequences these can have if	Understand the elements of a balanced and healthy lifestyle with	<b>How we live in love</b>  To describe and give reasons for	Discuss strategies that support our mental health (sleep,

	when keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	family, romantic, online). Focus on characteristics of a positive family relationship.	not followed. Understand the relationship between rights and responsibilities. Understand the responsibility we have for looking after others and the environment.	a particular focus on diet. Understand the choices that support a healthy lifestyle such as the benefits of regular exercise.	how we grow in love, in caring and happy friendships where we are secure and safe.	exercise, time outside, hobbies, clubs). Recognise that every day things affect feelings and that our feelings can change over time. Recognise individual and personal qualities.
<b>4</b>	Understand the importance of keeping information safe online. Understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.	Understand what constitutes a positive and healthy friendship and the importance of these. Recognise what it means to know someone online and how these friendships may differ. Understand how friendships change over times and recognise and manage peer	Learn about the different groups that make up our community and the value these different groups bring. Understand the meaning of diversity and the benefits and value. Understand how to respond and challenge prejudice and discrimination.	Understand how to maintain good oral hygiene and how factors can affect the health of our teeth. Understand the benefits and risks of sun exposure. Discuss how, who and when to seek adult support if concerned about their health.	<b>God loves us in our differences</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.	Understand that mental health is just as important as physical health. Continue to expand vocabulary to express feelings and how to respond to intense or conflicting feelings. Understand their own personal identity and how to manage failures and

		influence and approval.				seize new opportunities.
<b>5</b>	Understand what is first aid and basic techniques for dealing with common injuries. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.	Understand the importance of self-respect and my own personal behaviour. Respecting and understanding the similarities and differences between us. Understanding romantic relationships (marriage) as a legal declaration of commitment.	Understand the different ways money can be spent and how to track this. Understand how people spend their money and that people's attitudes may differ. Understand the impact of spending on others, the environment and the economy. Understand the risks associated with money.	Understand how to make informed decisions about health and recognise how habits can have both positive and negative impacts on a healthy lifestyle. Understand the importance of balancing screen time and other activities. Understand the importance of sleep.	<b>God loves us in our changing and developing</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.	Recognise when our wellbeing is low and strategies they can do to help themselves and how to seek support and discuss their feelings with a trusted adult.
<b>6</b>	<b>Drugs and Alcohol Week</b>  Understand the role of legal and illegal drugs. Understand the effects these can have on your body	Recognise and respect that there are different family structures. Understand what discrimination is and how to challenge it and debate	Understand what might influence people's decisions about a job or career. Recognise a variety of routes into careers. Understand that there is a broad range of	Understand good physical health. Understand that viruses and bacteria can affect health and the importance of personal	<b>The wonder of God's love in creating new life</b>  To develop a secure understanding of what stable, caring relationships	Problem solving strategies to deal with emotions, change, challenges and transitions. Discuss change and





	and the reasons for following the law to promote personal safety and wellbeing. Understand how the media and their peers can hold influence and people and organisations who offer help and support.	topical issues.	different jobs and these require different skills and choices. Understand that there are perceived stereotypes in the workplace and that a person's career aspirations should not be limited by them.	hygiene routines. Understand how medicine contributes to health and how diseases and allergies can be managed.	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.	loss and how these affect feelings and ways to manage and express grief and bereavement.
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#### **Appendix 4**

##### **RSE resources**

St. Joseph's micro- site: <https://sites.google.com/a/stjosephsguildford.com/sre/home>

A Journey in Love - Sr Jude Groden RSM and contributors      Mc Crimmons

A Journey in Love supporting DVD      Mc Crimmons

<https://www.mccrimmons.com/shop/books/a-journey-in-love-volume-1--book/>

DVDs, CDs and any other programme(s) not listed here are not in accordance with diocesan policy and should not be used.

[Journey in Love overview for parents](#)

[PSHE Association](#)