

St Monica's Primary School
Relationship and Sex Education Policy



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1. Rationale

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 to deliver the compulsory requirements of the National Curriculum within a moral, emotional and spiritual context with the teachings of the Catholic Church on the sanctity of marriage and on morality, spirituality and family values as central to the school's policy and scheme of work.

We accept the church's view:

'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 and support will be provided to help pupils deal with different sets of values.

We have based our school's Relationship and Sex Education policy (RSE) on the Healthy Schools Croydon Council scheme of work, the recommendations of the PSHE Association (2015) the DfEE guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019) and the CES (Catholic Education Service) scheme of work (2016).

2. Defining Relationships and Sex Education.

The DfEE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"¹. 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. The DfEE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"².

The PSHE Associations 'SRE for the 21st Century' (2014) builds upon this and states that:

"Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

A comprehensive programme of RSE [should] provide accurate information about the body, reproduction, sex, and sexual health. It [should] also give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline."

At St Monica's Primary School, RSE is part of our Personal, Social, Health and Citizenship Education curriculum. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility. We acknowledge that our children will come from a variety of ethnic and religious backgrounds and different home situations. All children and families have the right to privacy, respect and acceptance and our approach will be non-judgemental and respectful.

We will promote the view that a sexual relationship comes as part of a stable and loving relationship. We will educate children as to what is a 'healthy' relationship and discuss the importance of trust. As part of our duty to educate our children about the different family types we will acknowledge alternative relationships with children, such as same-sex couples. All teachers will be sensitive to the religious and moral beliefs of themselves and their class when they are considering how to approach this area of RSE.

3. 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;

¹ Sex and Relationship Education Guidance, DfEE, 2000

² ibid

- 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;
- 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; and 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

4. Curriculum Content

The teaching of all sex and relationship education is set within a clear, balanced sensitive and moral framework in which pupils are encouraged to consider the importance of respect, acceptance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity. The curriculum (updated 2016) has been written taking into consideration the Croydon SRE Scheme alongside the PSHE Associations recommendations (2015) and the CES model curriculum written in Autumn 2016. Appendix 1 shows how our schemes of work meet the CES model curriculum recommendations.

Appendix 2 is the Long Term Plan for PSHCE and RSE. **Appendix 4 shows how our schemes of work meet the DfE guidance.**

5. Strategies

- It is important that a range of teaching approaches is employed.
- Ground Rules should be established at the beginning of every lesson and these should be agreed on by the teacher and the pupils.
- Children need to acquire knowledge but also have opportunities to discuss issues openly.
- A 'Worry Box' should be available in every classroom for children to ask questions/bring up issues that they feel they are too embarrassed/worried to talk about in class.
- Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes. [Consideration needs to be given to the organisation of group work, for example; size and composition of groups. In the upper school some sex education may be taught in single-sex groups].
- Self-reflection should be a crucial part of PSHCE lesson provision. This enables children to take the skills and knowledge they have acquired and apply it to other situations inside and outside the classroom.

6. Parents

Although the education of children on sexual and relationship matters is primarily the right and duty of the parents, the school accepts its responsibility to provide sex education for all children. Relationship and Sex Education teaching is, therefore, complementary to and supportive of the parent's role. Parents have the right to withdraw their child from sex education lessons but not from those elements that form part of the National Curriculum Science Orders. ~~Parents will, therefore, be notified in writing in advance of the lessons taking place when the more sensitive aspects of RSE will be covered, and will be given an opportunity to view and discuss the materials used.~~

~~Before granting any request to withdraw a child from the RSE programme, the Head Teacher will discuss the request with parents and as appropriate, with the child to ensure that:~~

- ~~• their wishes are understood,~~
- ~~• to clarify the nature and purpose of the curriculum,~~
- ~~• to explain the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child, and~~
- ~~• the likelihood of the child hearing their peers' version of what was said in the lessons, rather than what was directly said by the teacher.~~

~~This process will be documented and a record kept.~~

~~Details of the RSE curriculum will be published on the school website, and parents' comments will be invited whenever there is a change to the policy or scheme of work.~~

7. Responding to Children's Questions

During lessons on sex education, children may ask questions about topics which are not specifically taught as part of a planned programme. Such topics might include contraception, sexually transmitted diseases, homosexuality, abortion, rape etc. The teacher has to decide whether:

1. To answer the question right away.
2. To ask the child to wait for the answer until the class has been dismissed.
3. To contact the child's parents.
4. To deal with the question in accordance with the school's Child Protection Policy because there is a child protection issue.

As a general rule if the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away. All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable then the question should be referred to the head teacher, deputy head teacher and/or the child's class teacher.

Whilst the children should feel safe to talk openly in the lessons, with reassurance that their thoughts and ideas will be respected, staff should not promise confidentiality. If a safeguarding/child protection issue came to light, it must be reported to the appropriate member of staff who would take the appropriate action.

8. Use of Visitors

In Year 5 the school nurse is used to support the provision of sex education. The teacher(s) must ensure that:

- A preliminary meeting has taken place to ensure appropriate content.
- That the content of the school's policy is known and understood.
- That the needs of the individual class are catered for.
- The teacher is present so they can follow up the input at a later stage.
- The visitor can offer something specific and useful that the teacher cannot.
- The children and parents have been told beforehand of the visit and are prepared-parents will be invited to view teaching materials beforehand.
- That the visitor has experience in RSE and working with children.
- **That the visitor knows in advance how a safeguarding report should be dealt with according to the school policy.**

9. Resources

Books, internet, pictures, DVD programmes will be used to support the curriculum. The school has based part of their programme of work on the Croydon SRE SoW but has edited it to reflect the needs of the children at St. Monica's. The Statements to Live By scheme is also used. The schemes of work are available on the school web site for parents to see.

10. Assessment and Record Keeping

Long term and medium term planning documents show knowledge covered by the schemes of work based on school guidelines. Teachers mark work and observe children in class work to make a formative judgement against the RSE objectives, which is recorded on Classroom Monitor.

11. Equal Opportunities

Children will have equal access to the relationship and sex education unless specifically withdrawn from this provision by their parents (except from the parts covered by the National Curriculum Science subject). Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause for concern. Religious and cultural differences will also be taken into account when planning and delivering the lessons.

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.

Where a child's Special Educational Needs mean that they are struggling to make progress in this subject despite normal class differentiation, the school will provide specialised resources – eg 'Listen Up' – to ensure that they can access the curriculum.

12. Related policies

- PSHCE Ed policy
- Child Protection
- Safeguarding
- Anti – Bullying policy
- Confidentiality

12. Consultation

The policy was written in consultation with staff, parents and governors:

- Staff were consulted when they rewrote the scheme and viewed the correlation document linking the CES model curriculum to school schemes in Spring 2018.
- The Governors were consulted in February 2019 when they reviewed the policy, viewed the adapted Croyden materials, and completed the CES Governor Audit for Monitoring RSE which is included as Appendix 3 of this policy.
- The parents were consulted in February 2019 when they were invited to view the adapted Croyden materials and the correlation document showing how the school's approach matches the CES model curriculum (included as Appendix 1) on the web site; and requested to complete a questionnaire letting the school know of their views.

13. Roles and Responsibilities

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.

Head teacher

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

PSHE/RSE Co-ordinator

The co-ordinator with the head teacher 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 may be supported by the curriculum deputy and the member of staff with responsibility for child protection). At St. Monica's the PSHCE / RSE Champion is the Head Teacher and the Designated Safeguarding Lead.

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.

14. Monitoring and Evaluation

- The RSE Champion will monitor the provision of the subject by examining Medium Term Planning, schemes of work, samples of pupils work, pupil voice and children's retention of the content of lessons at a later date.
- The policy and scheme of work will be reviewed by the Governor Champion, Mrs. Pauline Nevell when she attends for a Link Governor Visit.
- The policy and scheme of work will be reviewed by the staff and Governors three yearly according to the review schedule, at which time any changes will be reported to parents who will be invited to comment. The Governors' review will be according to the CES Governor Audit for Monitoring RSE which is included as Appendix 3 of this policy.
- Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.



**St. Monica's Catholic Primary School
Relationship and Sex Education Scheme of Work Map**

	Catholic Education Service Model Curriculum	Cross Reference to School Schemes and Resources
	Theme 1: Created and Loved by God	
Education in Virtue	EYFS and KS1	
	1.1.1.1. Respectful of their own bodies and character	Statements to Live By 9 – 12 :Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.
	1.1.1.2. Appreciative for blessings	Statements to Live By 17 – 20: know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships. First Eucharist preparation. Croyden SRE scheme of work
	1.1.1.3. Grateful to others and to God	
	1.1.1.4. Patient when they do not always get what they want	Statements to live By 21 – 24: Know that limitations are also opportunities for growth and make the most of our abilities.
KS2		

	2.1.1.1. Respectful of their own bodies, character and giftedness	Statements to Live By 9 – 12 :Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.
	2.1.1.2. Appreciative for blessings	Statements to Live By 17 – 20: know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships. First Eucharist preparation
	2.1.1.3. Grateful to others and to God	
	2.1.1.4. Self-disciplined and able to delay or forego gratification for	Statements to live By 21 – 24: Know that limitations are also opportunities for growth and make the most of our abilities.
	the sake of greater goods	
	2.1.1.5. Discerning in their decision making	The Way, the Truth and the Life – Year 5 topic Reconciliation
	2.1.1.6. Determined and resilient in the face of difficulty	Statements to live By 21 – 24: Know that limitations are also opportunities for growth and make the most of our abilities.
	2.1.1.7. Courageous in the face of new situations and in facing their fears	Outdoor and adventurous activity on residential visits
Religious understanding of the human person: loving myself	EYFS and KS1	
	1.1.2.1. We are made by God and are special	Statements to Live By 1 - 4: Understand their uniqueness as made in the image of God and develop self awareness, positive self-esteem and confidence. PSHCE Y3
	1.1.2.2. We are all God's children	
	1.1.2.3. Ways of expressing gratitude to God	First Eucharist preparation
	1.1.2.4. About the sacrament of Baptism	The Way the Truth and the Life – Year 3 topic The Church Family
	KS2	
	2.1.2.1. We are special people made in the image and likeness of God	Statements to Live By 1 - 4: Understand their uniqueness as made in the image of God and develop self awareness, positive self-esteem and confidence.
	2.1.2.2. We are children of God with an innate dignity	Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.

	2.1.2.3. God has created us for a purpose (vocation)	The Way, the Truth and the Life – Year 5 topic Inspirational People
	2.1.2.4. Life is precious and their body is God’s gift to them	Croyden SRE scheme of work
	2.1.2.5. Prayer and worship are ways of nourishing their relationship with God.	Collective Worship
	2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.	Y3 Sacrament WTL
Me, my body and my health	EYFS and KS1	
	1.1.3.1. We are all unique individuals	Statements to Live By 1 - 4: Understand their uniqueness as made in the image of God and develop self awareness, positive self-esteem and confidence.
	1.1.3.2. We all have individual gifts, talents and abilities	Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.
	1.1.3.3. The names of the external parts of the body	Croyden SRE scheme of work
	1.1.3.4. The similarities and differences between girls and boys	Croyden SRE scheme of work
	1.1.3.5. How to maintain personal hygiene	School nurse sessions in Year 5 Teeth-Y4 Science
	1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating.	Lower KS2 and KS1 Science Curriculum
	KS2	
	2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy	Croyden SRE scheme of work Anti bullying week
	2.1.3.2. Strategies to develop self-confidence and self-esteem	Statements to Live By 1 - 4: Understand their uniqueness as made in the image of God and develop self awareness, positive self-esteem and confidence.
	2.1.3.3. Each person has a purpose in the world	The Way the Truth and the Life – Year 5 topic Inspirational People

	2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)	Croyden SRE scheme of work-Y3
	2.1.3.5. Their body will change and develop as they grow	Croyden SRE scheme of work
	2.1.3.6. About the growth and development of humans and the changes experienced during puberty.	
	2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)	
2.1.3.8. How to make informed choices that have an impact on their health	Statements to Live By 9 – 12 :Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living. Science Y3/4 healthy eating, teeth etc..	
Emotional well being and attitudes	1.1.4.1. That we all have different likes and dislikes	Croyden SRE scheme of work
	1.1.4.2. A language to describe feelings	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
	1.1.4.3. A basic understanding that feelings and actions are two different things	Croyden SRE scheme of work
	1.1.4.4. Simple strategies for managing feelings and behaviour	
	1.1.4.5. That choices have consequences	The Way, the Truth and the Life – Year 5 topic Reconciliation
	KS2	
	2.1.4.1. Their emotions may change as they approach as they grow and move through puberty	School nurse sessions in Year 5
	2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings	Croyden SRE scheme of work
2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)	Statements to Live By 9 – 12 :Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.	

	2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves	E safety lessons
	2.1.4.5. That some behaviour is unacceptable, unhealthy or risky	Croyden SRE scheme of Work
	2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources	UKS2 Science curriculum
Life cycles and fertility	EYFS and KS1	
	1.1.5.1. That there are life stages from birth to death	KS1 Science curriculum
	KS2	
	2.1.5.1. How a baby grows and develops in its mother's womb	Croyden SRE scheme of work
	2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)	KS1 Science curriculum School nurse sessions in Year 5
	2.1.5.3. The nature and role of menstruation in the fertility cycle	
	2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova	
Theme 2: Created to Love Others		
Education in Virtue	EYFS and KS1	
	1.2.1.1. Friendly, able to make and keep friends	PSHCE Y1
	1.2.1.2. Caring, attentive to the needs of others and generous in their responses	Statements to Live by 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.
	1.2.1.3. Respectful of others, their uniqueness, their wants and their needs	
	1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them	Statements to Live By 29 – 32: Experience a reconciling community.

	1.2.1.5. Courteous, learning to say, “please” and “thank you.”	Statements to Live By 17 – 20: know that everything has the capacity to reveal God’s presence and in the light of this develop effective and satisfying relationships.
	1.2.1.6. Honest, able to tell the difference between truth and lies	First Reconciliation preparation
	KS2	
	2.2.1.1. Loyal, able to develop and sustain friendships	Collective Worship
	2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	Statements to Live by 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility. WTL Y6 Justice
	2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different	Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.
	2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships	Statements to Live By 29 – 32: Experience a reconciling community.
	2.2.1.5. Courteous in their dealings with friends and strangers	Statements to Live By 17 – 20: know that everything has the capacity to reveal God’s presence and in the light of this develop effective and satisfying relationships.
	2.2.1.6. Honesty, committed to living truthfully and with integrity	Collective Worship
Religious understanding of the human person:	EYFS and KS1	
	1.2.2.1. We are part of God’s family	Statements to Live By 13 – 16: Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.
	1.2.2.2. That saying sorry is important and can help mend broken friendships	Statements to Live By 29 – 32: Experience a reconciling community. PSHCE topic Friendship
	1.2.2.3. Jesus cared for others	The Way the Truth and the Life – Year 4 topic Jesus the Saviour

	1.2.2.4. That we should love other people in the same way Jesus loves us	First Eucharist and Reconciliation preparation
	KS2	
	2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese	Statements to Live By 13 – 16: Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.
	2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness	Statements to Live By 29 – 32: Experience a reconciling community. First Reconciliation preparation
	2.2.2.3. The sacrament of marriage involves commitment and selfgiving	
Personal Relationships	EYFS and KS1	
	1.2.3.1. The characteristics of positive and negative relationships	PSHCE topic Friendship
	1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special.	The Way the Truth and the Life – R topic God's Family Croyden SRE scheme of work
	1.2.3.3. There are different family structures and these should be respected	Images of different family structures are deliberately used in ppts and other learning materials
	1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours	First Reconciliation preparation
	1.2.3.5. To recognise when people are being unkind to them and others and how to respond	Statements to Live by 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.
	1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.	Anti bullying week E-safety
	KS2	
	2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong.	Statements to Live By 17 – 20: know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.

	2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family	Croyden SRE scheme of work
	2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences	Statements to Live By 9 – 12 :Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.
	2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond	Anti Bullying week and E Safety lessons as part of the Computing Curriculum.
	2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond	Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.
	2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurized	Croyden SRE scheme of work
	2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.	
Keeping safe and people who can help me	EYFS and KS1	
	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	E Safety lessons
	1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable	Croyden SRE scheme of work
	1.2.4.3. The difference between good and bad secrets	
	1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.	
	1.2.4.5. Who to go to if they are worried or need help	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
	1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.

	KS2	
	2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
	2.2.4.2. How to use technology safely	E Safety lessons
	2.2.4.3. That not all images, language and behaviour are appropriate	
	2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
	2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them	Anti Bullying week
	2.2.4.6. How to report and get help if they encounter inappropriate materials or messages	E Safety lessons
	Theme 3: Created to live in community (local, national and global)	
Education in Virtue	EYFS and KS1	
	1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally	Statements to Live by 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.
	1.3.1.2. People who serve others, locally, nationally and globally	
	1.3.1.3. Active in their commitment to bring about change	Mission Together work and other charity initiatives
	KS2	
	2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally	Statements to Live by 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.
	2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally	

	2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	The Way, the Truth and the Life – Year 6 topic Justice
Religious understanding of the importance of human communities	EYFS and KS1	
	1.3.2.1. That God is Father, Son and Holy Spirit	The Way, the Truth and the Life – Year 2 topic Mysteries
	1.3.2.2. Some scripture illustrating the importance of living in community	Statements to Live By 13 – 16: Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.
	1.3.2.3. Jesus’ teaching on who is my neighbour	Statements to Live By 13 – 16: Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.
	KS2	
	2.3.2.1. God is Trinity – a communion of persons	The Way, the Truth and the Life – Year 2 topic Mysteries
	2.3.2.2. The key principles of Catholic Social Teaching	The Way, the Truth and the Life – Year 4 topic The Mission of the Church; Year 6 topic Called to Serve and others
	2.3.2.3. The Church is the Body of Christ	The Way, the Truth and the Life – Year 2 topic The Christian Church; Year 3 topic the Christian Church and Y6 Jesus, the bread
Living in the wider world	EYFS and KS1	
	1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community	Statements to Live By 13 – 16: Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society. The Way, the Truth and the Life – Year 4 topic Belonging to the Church
	1.3.3.2. That their behaviour has an impact on the communities to which they belong	Statements to Live By 13 – 16: Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.
	1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;	Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between

		people.
		Mission Together work
1.3.3.4. About what harms and improves the world in which they live		Statements to Live By 17 – 20: know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.
1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands		KS2 Science curriculum
KS2		
2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)		Croyden
2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers		Y6 PSHE ... we talk about forced marriage but not FGM
2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread		KS2 Science curriculum
2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another		Collective Worship

Appendix 2 Long Term Plan for PSHCE and RSE

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
YR		RSE Myself and others	RSE Family Networks		RSE Body Awareness	RSE Hygiene
Y1	How do we decide how to behave? RSE Choices	What can we do with money? RSE Family	How do we keep safe? RSE Body Parts		How do we feel? RSE Friendships	What makes us special? RSE Myself and Others
Y2	How can we help? RSE Body Development	What is bullying?	How can we be healthy? RSE Looking after the body	How do we show our feelings? RSE Secrets	How can we keep safe in different places? RSE Safety	
Y3	What are the rules that keep us safe? RSE Safety	What can we do about bullying? RSE Differences and Similarities	What are we responsible for? RSE Decision making	How can we describe our feelings? RSE Self esteem	How can we eat well?	What jobs would we like?
Y4	What are we? RSE Assertiveness	How can we be a good friend? RSE Emotions	How can we manage our money?	What choices help health?	How can we keep safe in our local area?	RSE Change
Y5	What makes a community? RSE Support Networks	What does discrimination mean?	How do we grow and change? RSE Relationships	RSE Puberty and Hygiene	How can we be safe online and using social media?	What makes us enterprising?
Y6	What makes a healthy and happy relationship? RSE Resolving Conflict in Relationships		What are human rights? RSE Stereotyping	How can money affect us?	What affects our health and wellbeing?	What can we do about risk? RSE Taking Risks

Appendix 3 A Governor Audit for Monitoring RSE

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure that the needs of the children and young people are being met.	Yes		
The policy has been ratified by the full governing body.	Summer 19 / March 20		
The policy is in accordance with Catholic teaching and consistent with the Catholic mission and ethos of the school.	See correlation chart in policy.		
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.	For consultation with parents see Newsletter 26.2.19. For consultation with Governors see Spring 19 FGB minutes. The policy has been discussed with local Diocesan schools. For consultation with pupils see Pupil Voice report in PSHCE / RSE Champion file		
Findings from any review and monitoring processes are written into the school's development plan.	See SDP PSHCE section.		
There is a statement included in the school's prospectus regarding the school's approach to RSE.			To be added to web site curriculum page for PSHCE by 24.3.19
Details of the RSE curriculum are published on the school's web site.		The policy and Croyden scheme are on the web site under policies.	
There is a designated senior member of staff (or team) responsible for RSE in the school with an agreed description of their role and responsibilities in relation to RSE.	Mrs. Norman is the designated senior member of staff responsible for RSE.		The Subject Champion role and responsibilities are to be added to the policy.
There is a designated governor to monitor RSE.	Mrs. Nevell is the designated governor to monitor RSE, see Governor visit note for 5.3.19		

Governors are aware of how RSE is taught across the school and of the reasons for the choice of resources used.	See FGB minutes for Spring 19, Governor visit note for 5.3.19 and Governor RSE curriculum review document in Gov Link Visits file on G drive.		
Criteria	Fully	Partly	Not Evidenced
A range of appropriate RSE resources are used to meet the needs of all pupils.		To be reviewed to assess the usefulness of resources for all groups of pupils.	
Clear, developmental schemes of work identify the elements of RSE taught across subjects and show how the requirements of RSE within PSHE and the National Curriculum are covered.	See correlation chart in policy.		
Parents/carers are regularly made aware of how RSE is taught throughout the school.		Was done via Newsletter 26.2.19 but to be done regularly in line with the 3 yearly policy review.	
Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.	Y5 Parents are offered a meeting to preview the puberty resources.	To be added to the subject page for PSHCE on the web site from 24.3.19.	
The school is supporting parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home	One family has requested that their children are not taught about pregnancy. This family identify as part of the gypsy community and have discussed the matter at length with the HT. It is seen as part of gypsy culture that the children are taught that a baby is a gift from God. The school respects their strongly held preferences.		
The policy has been disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents.	The policy has been discussed by class teachers and mentioned in the Morning Briefing seen by all staff, following the Governors' review. It is available on the staff G Drive. The policy has been put on the web site and parents attention drawn to it via a Newsletter.	To be added to the Induction checklist.	

All staff understand their role in the delivery of RSE.	This has been extensively discussed at staff meetings.		
Staff training needs are audited to help determine the programme of CPD for RSE.		Add request for training to induction checklist.	
The policy takes into account issues related to equal opportunities.	Yes		
There is a confidentiality clause in the RSE policy, developed in consultation with parents/carers, young people and governors. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.	See Section 7		
<p>Next steps:</p> <ul style="list-style-type: none"> • Consultation with pupils (school council) and outside agencies (Warrington Primary PSHCE Education Network). • Statement and resources to be added to web site curriculum page for PSHCE by 24.3.19 • The Subject Champion role and responsibilities are to be added to the policy before the next review. 			
Completed by: Annette Norman		Date: 5.3.19	



St. Monica's Catholic Primary School
Relationship and Sex Education Scheme of Work Map

	DfE Guidance on Relationships Education for implementation by September 2020	Cross Reference to School Schemes and Resources
Families and people who care for me	that families are important for children growing up because they can give love, security and stability.	YR RSE topic Family Networks Y1 RE topic Families and Celebrations
	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.	Y1 RE topic Families and Celebrations Y6 RSE topic What makes a healthy and happy relationship?
	that 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.	Images of different family structures are used in ppts in Assemblies and lessons eg the Different Families Same Love poster. YR RSE topic Family Networks Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.
	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.	Y1 RSE topic Family Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.
	that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y5 RSE topic Relationships Y6 RSE topic What makes a healthy and happy relationship?

	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Y1 PSHCE topic How do we feel? Y2 PSHCE topic How do we show our feelings? Y3 PSHCE topic How can we describe our feelings? Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	YR RSE topic Myself and Others Y1 RSE topic Friendships
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Y4 PSHCE topic How can we be a good friend? Statements to Live By 13 – 16: Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	As above and Y6 PSHCE topic What makes a healthy and happy relationship?
	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.	Y3 and Y5 RE topics Reconciliation Y4 Sacramental Preparation Programme for Reconciliation Y6 RSE topic Resolving Conflict in Relationships
	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.	Y6 RSE topic Resolving Conflict in Relationships Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
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.	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe. Y3 RSE topic Differences and Similarities Y5 PSHCE topic What does discrimination mean? R – Y6 Link activities with North Cheshire Jewish Primary School
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Y3 and Y5 RE topics Reconciliation Y4 Sacramental Preparation Programme for Reconciliation Y6 RSE topic Resolving Conflict in Relationships Statements to Live By 29 – 32: Experience a reconciling community
	the conventions of courtesy and manners.	Statements to Live By 17 – 20: know that everything has the capacity to reveal God's presence and the light of this develop effective and satisfying relationships.
	the importance of self-respect and how this links to their own happiness.	Y1 PSHCE topic What makes us special? Y3 RSE topic Self esteem

		<p>Y4 PSHCE topic What are we? Y4 RSE topic Assertiveness Statements to Live By 1 – 4: Understand their uniqueness as made in the image of God and develop self awareness, positive self-esteem and confidence. Statements to Live By 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.</p>
	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.	<p>Y6 PSHCE topic What are human rights? Statements to Live By 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.</p>
	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>Y2 PSHCE topic What is bullying? Y3 PSHCE topic What can we do about bullying? Anti Bullying / Wise Up / School Council activities. Statements to Live By 5 – 8: Know, appreciate and understand the importance of social justice and develop independence, interdependence and responsibility.</p>
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	<p>Y6 RSE topic Stereotyping Statements to Live By 33 – 36: Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.</p>
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	<p>Y6 PSHCE topic What makes a healthy and happy relationship? Y6 RSE topic Resolving Conflict in Relationships</p>
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	YR – Y6 Computing E Safety curriculum.
	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.	<p>Y5 PSHCE topic How can we be safe online and using social media? YR – Y6 Computing E Safety curriculum.</p>
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	<p>Y6 PSHCE topic What can we do about risk? YR – Y6 Computing E Safety curriculum.</p>

	how information and data is shared and used online.	YR – Y6 Computing E Safety curriculum.
Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	YR – Y6 Computing E Safety curriculum. Y1 PSHCE topic How do we keep safe? Y5 PSHCE topic How can we be safe online and using social media? Y6 PSHCE topic What makes a healthy and happy relationship?
	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 related to being safe.	YR – Y6 Computing E Safety curriculum. Y2 RSE topic Secrets
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Y2 RSE topic Looking after the body. Y2 RSE topic Secrets Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Y1 PSHCE topic How do we keep safe? Y2 PSHCE topic How can we keep safe in different places? Y3 PSHCE topic What are the rules that keep us safe? Y4 PSHCE topic How can we keep safe in our local area?
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe. Y1 PSHCE topic How do we feel?
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	YR – Y6 Computing E Safety curriculum Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.
	where to get advice e.g. family, school and / or other sources.	Statements to Live By 25 – 28: Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe. Y1 PSHCE topic How do we keep safe?