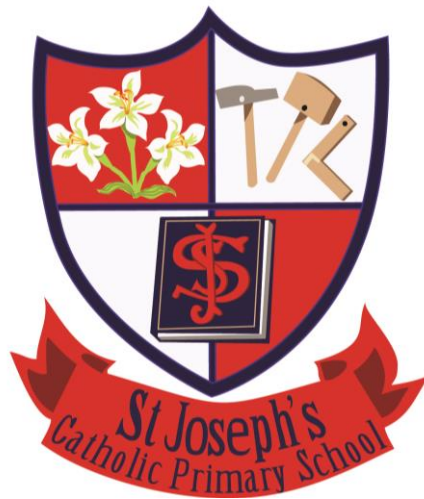


RELATIONSHIPS,
HEALTH AND
SEX EDUCATION
POLICY
Spring 2023



Inspired by Christ, Working Together, Achieving Our Best

INTRODUCTION

This Policy is a statement of the aims and strategies for the teaching and learning of Relationships and Sex Education (RSE) within St Joseph's Primary School. Our Mission Statement expresses the values that we seek to promote among all those who are in any way part of our school community:

Mission Statement

Inspired by Christ, Working Together, Achieving Our Best

The Bishops' Conference of England and Wales states:

We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed. We need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand and often from sources, which damage them and their capacity to love. Learning to Love: An Introduction to Catholic Relationship and Sex Education (Relationships Education, Relationships and Sex Education and Health Education) for Catholic Educators, (page 3).

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

AIMS

At St Joseph's Catholic Primary School, any teaching about love and sexual relationships will be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

We aim to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education that believes each person is made in the image and likeness of God, and encourages the development of the 'fully alive' person in each area of their relationships. This is carried out in the context of supporting parents as the first educators of their children.

At St Joseph's Primary School, through our teaching of Relationships Education and Sex Education (RSE), pupils will develop the following attitudes and virtues:

- Reverence for the gift of human sexuality and fertility;
- Respect for the dignity of every person – in their own person and in the person of others;
- Joy in the goodness of the created world and their own bodies;
- Responsibility for one's actions and a recognition of their impact on others;
- Recognising and valuing their own sexual identity and that of others;
- Celebrating the gift of life-long, self-giving love;
- Recognising the importance of marriage and family life;
- Faithfulness and fidelity in relationships.

Through Health Education, pupils at St Joseph's Catholic Primary School will develop the ability to:

- Make sound judgements and good choices; which have integrity and which are respectful of the individual's commitments;
- Learn how to love and be loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- Manage emotions within relationships, including when relationships break down, with confidence, sensitivity and dignity;
- Manage conflict positively, recognising the value of difference;
- Cultivate humility, mercy and compassion, learning to forgive and be forgiven;
- Develop self-esteem and confidence, demonstrating self-respect and empathy for others; Build 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;
- Be patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships;
- Assess 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;
- 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.

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.

Equalities 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.

Relationship to other policies and curriculum subjects

- This RSE policy is to be delivered as part of the PSHE framework using Ten Ten resources. 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 audit.

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 senior member of staff responsible.

Confidentiality and Advice

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

- Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with 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 circumstance 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

Statutory Requirements

At St Joseph's Catholic Primary School, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

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

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

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum using All that I Am resources. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Relationship Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect. By the end of primary school, pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

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

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts about and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our RSE curriculum, see Appendices 1 and 2. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

Roles and responsibilities

Responsibility for the specific relationships and sex education programme lays with the PSHE leader & RE leader under the guidance of the Headteacher. 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 'Protocol for Visitors to Catholic Schools'

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

The foundation governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. As such, they should also be aware of and implement the Church's teaching and any diocesan guidelines regarding Relationships Education, Relationships, Sex Education, and Health Education, for the benefit of children and young people in their care. Governors will:

- 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.

Headteacher

The headteacher has overall delegated responsibility for the implementation of the Relationships Education, Relationships and Sex Education and Health Education policy and its integration into the school's curriculum and Catholic life; and for liaison with the Governing Body, parents, the Brentwood Diocese Education Service and the Local Education Authority or Multi-Academy Trust where appropriate, also appropriate agencies.

PSHE/RSE Leader

The RSE leader 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.

All Staff

The Role of all Staff

Relationships Education, Relationships, Sex Education, and Health Education is a whole school issue. All staff 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.

Pupils

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.
- (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)
- Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. Furthermore parents and carers have the responsibility in teaching their children how to build healthy, loving relationships, and our Catholic schools 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 material to be shared with their children at home and workshops to help parents and carers to find out more. Parents and carers will be informed 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. Parents will be consulted before this policy is ratified by the governors. 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' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

It is, however, hoped that parents sending their children to a Catholic school would see the importance of educating children in these matters within the context of the Catholic faith. The school will provide support by providing material for parents to help the children with their learning. The Catholic Education Service espouses the belief that that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Monitoring arrangements

- The RSE leader will monitor the provision of the various dimensions of the programme plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or 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.
- [1] Sex and Relationship Education Guidance, DfEE, 2000
- [2] *ibid*
- [3] *Gravissimum Educationis* 1
- [4] Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Appendix 1: Curriculum map

Relationships and Sex Education Map

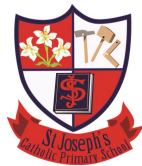
YEAR GROUP	TERM	TOPIC/THEME DETAILS
EYFS	Autumn	<p>All About Me</p> <p>2. Class Rules</p> <p>2. Manners</p> <p>3. Kindness</p> <p>4. Sharing</p> <p>Assessment–15mins</p> <p>1. Handmade With Love (5 x 15 over 5 days)</p> <p>Review/Assessment – 30 mins</p> <p>2. I Am Me 20 mins</p> <p>3. Heads, Shoulders, Knees and Toes 20 mins</p> <p>4. Ready Teddy? 20mins</p> <p>Review-15mins</p>
	Spring	<p>Assessment–15mins</p> <p>1. I Like, You Like, We All Like! 20 mins</p> <p>Review/Assessment – 30 mins</p> <p>2. All The Feelings! 20 mins</p> <p>3. Let's Get Real 20 mins</p> <p>4. Growing Up 20 mins</p> <p>Review-15mins</p> <p>Assessment–15mins</p> <p>1: Role Model 2 x 15-mins</p> <p>Review/Assessment – 30 mins</p> <p>2: Who's Who? 20 mins</p> <p>3. You've Got A Friend in Me 20 mins</p> <p>4. Forever Friends 20 mins</p> <p>Review/Assessment – 30 mins.</p> <p>5: What is the Internet? 20 minutes</p> <p>6: Playing Online</p> <p>Review-15mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<p>Assessment–15mins</p> <p>1: Safe Inside and Out 20 minutes</p> <p>Pathway #3: 1-year cycle over 3 terms</p> <p>Life to the Full Primary</p> <p>Term Module and Unit Session Title Session Length</p> <p>Session 2: My Body, My Rules 20 minutes</p> <p>Session 3: Feeling Poorly 20 minutes</p> <p>Session 4: People Who Help Us</p> <p>Review 15 minutes</p> <p>PANTS</p> <p>1: God is Love 20 minutes</p> <p>2: Loving God, Loving Others 20 minutes</p> <p>3: Me, You, Us</p>
Year 1	Autumn	<p>1.School Council Election</p> <p>2.Classroom rules</p> <p>3. Wet play rules</p> <p>4.SMART values</p> <p>5.Mission Statement</p> <p>6. Computer use</p> <p>Assessment–15mins</p> <p>1: Let the Children Come 5 x 10-mins over 5 days</p> <p>Review/Assessment – 30 mins</p> <p>2: I Am Unique 30 mins</p> <p>2: Girls and Boys 30-40 minutes</p> <p>3&4: Clean and Healthy (My Body)</p> <p>Review-15mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring	<p>Assessment–15mins</p> <p>1: Feelings, Likes and Dislikes 40 minutes</p> <p>2: Feeling Inside Out 30 minutes</p> <p>3: Super Susie Gets Angry 40 minutes</p> <p>Review/Assessment – 30 mins</p> <p>4: The Cycle of Life 30 minutes</p> <p>5: Beginnings and Endings</p> <p>Review-15mins</p> <p>Assessment–15mins</p> <p>1: God Loves You 40 minutes</p> <p>Review/Assessment – 30 mins</p> <p>2: Special People 30 minutes</p> <p>3: Treat Others Well... 35 minutes</p> <p>4: ...and Say Sorry 30 minutes</p> <p>Review/Assessment – 30 mins</p> <p>5: Real Life Online 30 minutes</p> <p>6: Rules To Help Us</p> <p>Review-15mins</p>
	Summer	<p>Assessment–15mins</p> <p>1: Good and Bad Secrets 35 mins</p> <p>2: Physical Contact 45 mins (or 2 x 25 minutes)</p> <p>3: Harmful Substances 30 mins</p> <p>4: Can You Help Me? (Part 1) 35 mins</p> <p>5: Can You Help Me? (Part 2)</p> <p>Review – 15 mins</p> <p>Assessment–15mins</p> <p>1: Three In One 25 mins</p> <p>2: Who is My Neighbour? 30 mins</p> <p>Review/Assessment – 30 mins</p> <p>3: The Communities We Live In</p> <p>Review – 15 mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn	1.School Council Election 2.Classroom rules 3. Wet play rules 4.SMART values 5.Mission Statement 6. Computer use Assessment–15mins 1: Let the Children Come 5 x 10-mins over 5 days Review/Assessment – 30 mins 2: I Am Unique 30 mins 2: Girls and Boys 30-40 minutes 3&4: Clean and Healthy (My Body) Review-15mins
	Spring	Assessment–15mins 1: Feelings, Likes and Dislikes 40 minutes 2: Feeling Inside Out 30 minutes 3: Super Susie Gets Angry 40 minutes Review/Assessment – 30 mins 4:The Cycle of Life 30 minutes 5: Beginnings and Endings Review-15mins Assessment–15mins 1: God Loves You 40 minutes Review/Assessment – 30 mins 2: Special People 30 minutes 3: Treat Others Well... 35 minutes 4:: ...and Say Sorry 30 minutes Review/Assessment – 30 mins 5: Real Life Online 30 minutes 6: Rules To Help Us Review-15mins



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<p>Assessment–15mins 1: Good and Bad Secrets 35 mins 2: Physical Contact 45 mins (or 2 x 25 minutes) 3: Harmful Substances 30 mins 4: Can You Help Me? (Part 1) 35 mins 5: Can You Help Me? (Part 2) Review – 15 mins</p> <p>Assessment–15mins 1: Three In One 25 mins 2: Who is My Neighbour? 30 mins Review/Assessment – 30 mins 3: The Communities We Live In Review – 15 mins</p>
Year 3	Autumn	<p>1. School Council Election 2. Classroom rules 3. Wet play rules 4. SMART values 5. Mission Statement 6. Computer use</p> <p>Assessment–15mins 1: Get Up! 5 x 15-min over 5 days 2: The Sacraments 45 mins Review/Assessment – 30 mins 3: We Don't Have to be the Same 45 mins 4: Respecting our Bodies 45 mins 5: What is Puberty? 45 mins Review-15mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring	<p>Assessment–15mins</p> <p>1:What Am I Feeling? 45 mins</p> <p>2:What Am I Looking At? 45 mins</p> <p>3:I Am Thankful 45 mins</p> <p>Review/Assessment – 30 mins</p> <p>4:Life Cycles 45 mins</p> <p>5:A Time For Everything 45 mins</p> <p>Review-15mins</p> <p>Assessment–15mins</p> <p>1: Jesus, My Friend 5 x 15-min over 5 days</p> <p>Review/Assessment – 30 mins</p> <p>2: Family, Friends and Others... 45 minutes</p> <p>3: When Things Feel Bad 45 minutes</p> <p>Review/Assessment – 30 mins</p> <p>4: Sharing Online 45 minutes</p> <p>5: Chatting Online</p> <p>Review-15mins</p>
	Summer	<p>Assessment–15mins</p> <p>1: Safe In My Body 45 minutes</p> <p>2: Drugs, Alcohol and Tobacco 45 minutes</p> <p>3: First Aid Heroes</p> <p>Review-15mins</p> <p>Assessment–15mins</p> <p>1: A Community of Love 30 minutes</p> <p>2: What is the Church? 45 minutes</p> <p>Review/Assessment – 30 mins</p> <p>3: How Do I Love Others?</p> <p>Review-15mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Autumn	1.School Council Election 2.Classroom rules 3. Wet play rules 4.SMART values 5.Mission Statement 6. Computer use Assessment–15mins 1: Get Up! 5 x 15-min over 5 days 2: The Sacraments 45 mins Review/Assessment – 30 mins 3: We Don't Have to be the Same 45 mins 4: Respecting our Bodies 45 mins 5: What is Puberty? 45 mins 6: Changing Bodies Year 4 only 45 mins 7: Male/Female Discussion Groups (optional) Year 4 only Review-15mins
	Spring	Assessment–15mins 1:What Am I Feeling? 45 mins 2:What Am I Looking At? 45 mins 3:I Am Thankful 45 mins Review/Assessment – 30 mins 4:Life Cycles 45 mins 5:A Time For Everything 45 mins Review-15mins Assessment–15mins 1: Jesus, My Friend 5 x 15-min over 5 days Review/Assessment – 30 mins 2: Family, Friends and Others... 45 minutes 3: When Things Feel Bad 45 minutes Review/Assessment – 30 mins 4: Sharing Online 45 minutes 5: Chatting Online Review-15mins



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<p>Assessment–15mins</p> <p>1: Safe In My Body 45 minutes</p> <p>2: Drugs, Alcohol and Tobacco 45 minutes</p> <p>3: First Aid Heroes</p> <p>Review-15mins</p> <p>Assessment–15mins</p> <p>1: A Community of Love 30 minutes</p> <p>2: What is the Church? 45 minutes</p> <p>Review/Assessment – 30 mins</p> <p>3: How Do I Love Others?</p> <p>Review-15mins</p>
Year 5	Autumn	<p>1.School Council Election</p> <p>2.Classroom rules</p> <p>3. Wet play rules</p> <p>4.SMART values</p> <p>5.Mission Statement</p> <p>6. Computer use</p> <p>Assessment–15mins</p> <p>1: Calming the Storm 5 x 15-mins over 5 days</p> <p>Review/Assessment – 30 mins</p> <p>2: Gifts and Talents 45-60 mins</p> <p>3: Girls' Bodies 45-60 mins</p> <p>4: Boys' Bodies 45-60 minutes</p> <p>5: Spots and Sleep</p> <p>Review-15mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring	<p>Assessment–15mins</p> <p>1: Body Image 45-60 mins 2: Peculiar Feelings 45-60 mins 3: Emotional Changes 45-60 mins 4: Seeing Stuff Online 45-60 mins Review/Assessment – 30 mins 5: Making Babies (Part 1) 45-60 mins 6: Making Babies (Part 2) 45-60 mins 7: Menstruation Review-15mins</p> <p>Assessment–15mins</p> <p>1: Hope Beyond Death 60 mins Review/Assessment – 30 mins 2: God Is Calling You 45-60 mins Review/Assessment – 30 mins 3: Under Pressure 45-60 mins 4: Do You Want A Piece of Cake? 45-60 mins 5: Self-Talk 45-60 mins Review-15mins</p>
	Summer	<p>Assessment–15mins</p> <p>1: Sharing Isn't Always Caring 45-60 mins 2: Cyberbullying 45-60 mins Review/Assessment – 30 mins 3: Types of Abuse 45-60 mins 4: Impacted Lifestyles 45-60 mins 5: Making Good Choices 45-60 mins 6: Giving Assistance Review-15mins</p> <p>Assessment–15mins</p> <p>1: The Holy Trinity 45-60 mins 2: Catholic Social Teaching 45-60 mins Review/Assessment – 30 mins 3: Reaching Out Review-15mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn	<p>Buddies</p> <p>Railway Safety - https://learnliveuk.com/network-rail-primary-school-safety-talk/</p> <p>Assessment–15mins</p> <p>1: Calming the Storm 5 x 15-mins over 5 days</p> <p>Review/Assessment – 30 mins</p> <p>2: Gifts and Talents 45-60 mins</p> <p>3: Girls' Bodies 45-60 mins</p> <p>4: Boys' Bodies 45-60 minutes</p> <p>5: Spots and Sleep</p> <p>Review-15mins</p>
	Spring	<p>Assessment–15mins</p> <p>1: Body Image 45-60 mins</p> <p>2: Peculiar Feelings 45-60 mins</p> <p>3: Emotional Changes 45-60 mins</p> <p>4: Seeing Stuff Online 45-60 mins</p> <p>Review/Assessment – 30 mins</p> <p>5: Making Babies (Part 1) 45-60 mins</p> <p>6: Making Babies (Part 2) 45-60 mins</p> <p>7: Menstruation</p> <p>Review-15mins</p> <p>Assessment–15mins</p> <p>1: Hope Beyond Death 60 mins</p> <p>Review/Assessment – 30 mins</p> <p>2: God Is Calling You 45-60 mins</p> <p>Review/Assessment – 30 mins</p> <p>3: Under Pressure 45-60 mins</p> <p>4: Do You Want A Piece of Cake? 45-60 mins</p> <p>5: Self-Talk 45-60 mins</p> <p>6: Build Others Up Year 6 only</p> <p>Review-15mins</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<p>Assessment–15mins</p> <p>1: Sharing Isn't Always Caring 45-60 mins</p> <p>2: Cyberbullying 45-60 mins</p> <p>Review/Assessment – 30 mins</p> <p>3: Types of Abuse 45-60 mins</p> <p>4: Impacted Lifestyles 45-60 mins</p> <p>5: Making Good Choices 45-60 mins</p> <p>6: Giving Assistance</p> <p>Review-15mins</p> <p>Assessment–15mins</p> <p>1: The Holy Trinity 45-60 mins</p> <p>2: Catholic Social Teaching 45-60 mins</p> <p>Review/Assessment – 30 mins</p> <p>3: Reaching Out</p> <p>Review-15mins</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child	of		Class
Name of parent	of		Date
Reason for withdrawing from sex education within relationships and sex education			



TO BE COMPLETED BY PARENTS

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents