ST JOHN'S BEAUMONT

Personal, Social, Health & Economic (PSHE) Education Policy, including Relationships & Sex Education (RSE)

This policy is applicable to the whole school including Boarding and Early Years Foundation Stage.

Information Sharing Category	**All Staff**
Version	**2023-24v1**
Date Published	**July 2024**
Review Date	**July 2025**
Authorised by	**Headteacher**
Responsible Area	**Head of PSHE**

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Review Log	
	September 2022 (approved by Governing Council)
	July 2024
Date of next review	July 2025

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INTRODUCTION

St John's Beaumont Preparatory School is committed to the safeguarding of children and to ensuring the best possible environment for the children in its care. In addition, this policy has been written in accordance with the statutory guidance laid out in Keeping Children Safe in Education (KCSIE).

This policy is to be read in conjunction with:

- Anti-bullying Policy
- Behaviour Conduct and Discipline Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Data Protection Policy
- Inclusion Policy
- The Jesuit Education Core Principles
- Online Safety Policy

INTENT (SEE 3. AIMS)

At St John's Beaumont, the primary intention is to provide a holistic and age-appropriate curriculum that nurtures pupils' personal development, physical and mental wellbeing, and relationships education through a progressive and spiral framework. The intent is in alignment with the statutory guidance for Relationship Education, RSE, and Health Education in England, ensuring that all pupils receive high-quality education that equips them with essential knowledge and skills to lead healthy, safe, and fulfilling lives.

All staff are committed to promoting pupils' spiritual, moral, social, and cultural development, in line with the school's ethos and values. The PSHE and RSE curriculum is designed to be inclusive, respectful of diverse backgrounds and beliefs, and sensitive to the differing needs of individuals within the school community. Its aim is to empower pupils to make informed decisions, develop positive relationships, and navigate the complexities of the modern world confidently and responsibly.

IMPLEMENTATION (SEE 8. TEACHING, ASSESSMENT, RECORDING AND REPORTING)

St John's Beaumont has adopted a comprehensive and systematic approach that integrates these areas of learning into the wider school curriculum. Time and resources are dedicated weekly in order to deliver high-quality PSHE and RSE lessons while also embedding these concepts across the school environment, including in assemblies, tutor time, extracurricular activities, and pastoral care.

Effective implementation of this well-structured and sequenced curriculum builds upon prior knowledge and experiences as pupils progress through different key stages, incorporating key HPL (High Performance Learning) characteristics and attributes. Lessons are interactive, engaging, and differentiated to meet the diverse needs of learners, ensuring that sensitive topics are approached in a developmentally appropriate manner. Pupils are also provided with opportunities to reflect, discuss, and apply their learning in real-life contexts, promoting active participation and personalisation of learning experiences.

Furthermore, staff training and ongoing professional development are prioritised and individualised to the needs of individual staff to ensure that teachers are equipped with the knowledge, skills, and confidence to deliver effective PSHE and RSE education that meets the needs of all pupils.

IMPACT (SEE 8. TEACHING, ASSESSMENT, RECORDING AND REPORTING)

The impact of PSHE and RSE provision at St John's Beaumont is evidenced through positive outcomes for pupils across various aspects of their personal development, wellbeing, and relationships. The subject lead, including tutors who deliver the content, monitor and evaluate the impact of the PSHE and RSE curriculum through a range of qualitative and quantitative measures, including pupil feedback, baseline and end of unit assessments, behaviour records, and observations.

Pupils should exhibit improved attitudes, skills, and resilience in managing challenges, making informed decisions, and building positive relationships within and beyond the school community.

Furthermore, the impact of PSHE and RSE education should be evident in pupils' ability to apply their learning to real-life situations, demonstrate empathy and respect for others, and exhibit a strong sense of personal responsibility and integrity, living out the ethos of the school. This provision of PSHE and RSE will contribute significantly to pupils' overall wellbeing, academic achievement, and readiness for the opportunities and challenges they may encounter in their future lives.

SCOPE OF THE POLICY

St John’s Beaumont Preparatory School recognises that RSE and PSHE education are important and necessary parts of all our pupils’ learning; equipping them with a sound understanding of risk along with the theoretical knowledge and practical skills to make safe and informed decisions. These fundamental life skills complement our academic teaching to ensure our education focusses on the ‘whole child’, for now and in preparation of their future.

As our school transitions to a co-educational environment, our updated PSHE (Personal, Social, Health, and Economic) and RSE (Relationships and Sex Education) policy is designed to ensure inclusivity, equality, and comprehensive education for all students. Recognising the diverse needs of both boys and girls, the policy emphasises the importance of mutual respect, gender equality, and individual wellbeing. We have integrated topics such as menstrual health, body image, and self-esteem, alongside healthy relationships and consent, to provide a balanced and supportive curriculum. Our aim is to create a safe, respectful, and empowering environment where every pupil can thrive, irrespective of gender, and to prepare them for the challenges and opportunities of adult life.

This policy applies to all sections of the school, including the EYFS setting. St John’s Beaumont seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy is available to all interested parties, including parents and parents of prospective pupils, on the school's website and on request from the school office.

PSHE education at St John's Beaumont embraces all areas designed to promote the personal, social, health and economic development of our pupils.

Whilst we schedule regular and dedicated RSE and PSHE education lessons within our school timetable, we are committed to drawing attention to 'life lessons' in all aspects of daily school life so learning goes beyond the classroom.

We believe that RSE and PSHE education allows our pupils to:

- Develop the knowledge, skills and understanding they need to stay healthy and safe
- Consider what constitutes a healthy and fulfilling relationship
- Build respect for themselves and others
- Expand their independence and responsibility
- Strive to reach their full potential and support others to reach theirs

Personal

Equal opportunity is not about treating everyone the same, it is about treating everyone differently but appropriately. This PSHE education policy, and the related curriculum, is intended to develop the whole child. It supports the progression of qualities and skills a child may already have whilst also introducing them to new ones. As these qualities and skills begin to mature the child will feel more aware of both their limitations and their potential. This self-actualisation process fosters a greater understanding of independence, responsibility, action and consequence.

Social

The social element of this policy focuses on our Jesuit core principles, traditional family values, on friendship and on relationships in their broadest context. We live in a world where others may not always share our principles and beliefs, but the development of respect, understanding and tolerance helps us value both our similarities and our differences.

Learning about society and socialisation promotes a stronger cohesion in both the school environment and within the wider community. Pupils learn to live alongside one another regardless of race, sex, sexual orientation, disability or faith and to judge all people fairly and equally.

Health

The aim of health elements of the curriculum is to promote an understanding of a range of issues which impact upon lifelong health. Pupils explore the trinity of physical, psychological and emotional wellbeing and the importance of giving due attention to each.

Some of the other areas covered include personal hygiene, alcohol and drugs, diet and nutrition, sleep and exercise. In addition, a unit on body image and body positivity has been added into the scheme of work from Year Four to Year Eight. Attention is drawn to how these topics impact on the individual and others around them.

Economic

Economic education aims to teach pupils about economics and how to manage their own personal finance. From pocket money as a child to salary as an adult, the understanding

and appreciation of money is vital and impacts on many other areas of one's life and wellbeing. Pupils learning about earning, budgeting, spending, saving and banking provides them with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

AIMS

St John's Beaumont recognises that the personal and social development of pupils is increasingly a major aim of education. We strive to ensure that PSHE education and learning for life is at the heart of everything that takes place in school.

As children grow, they encounter people from all walks of life. We believe it is vital to instil in our pupils a global view of a world which is ever breaking down the boundaries and reducing distances between its different cultures and beliefs. This multi culturalism is reflected not only in our school community but also within our PSHE curriculum.

At St John's Beaumont we aim to provide a progressive and spiral approach to PSHE learning. In planning the lessons, we ensure that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year to create an appropriately balanced and broad-based curriculum that:

a) promotes the spiritual, moral, social, cultural, psychological, emotional and physical development of pupils; and

b) prepares pupils for the opportunities, responsibilities and experiences of adult life

Our RSE and PSHE curriculum aims to provide pupils with the realisation and understanding that academic success, whilst admirable, is not sufficient in isolation for success in life.

We will utilise PSHE education as a vehicle to develop the 'whole child' rather than with only the knowledge that person requires.

The delivery of RSE and PSHE education, and the opportunity for the child to explore their own awareness, development and understanding, will positively impact other areas of their learning, school and family life.

The core aim of PSHE/RSE education is to help our pupils understand and value themselves as individuals and as responsible and caring members of society. We want to support our pupils to build their own self-esteem and confidence whilst also recognising the benefits of contributing to the esteem and wellbeing of others.

OBJECTIVES

It is our goal, at St John's Beaumont, that all our pupils are supported to fulfil their potential and are prepared for the opportunities, responsibilities and experiences of adult life. To this end we will:

- promote principles and behaviour which follow our Jesuit core values, school ethos and contribute to personal, family and community relationships
- support pupils to be thoughtful, compassionate, and mindful of the needs of others
- encourage a skills-based approach through using the HPL (High Performance Learning) language which aims to nurture and enhance pupils' cognitive abilities, providing a framework that cultivates a growth mindset within schools and prioritises holistic growth of the whole child

- help pupils to show respect for others who differ from themselves
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- develop a school community which is harmonious and tolerant, where all groups are welcoming of interaction with others
- tailor lessons to the developmental stages of girls and boys using resources that reflect diverse experiences and challenges faced by both genders
- promote inclusivity and address unique needs of girls, such as addressing menstrual health, body image and body positivity, and gender-specific safety concerns
- enable pupils to resolve their differences amicably, with adult support where necessary, and allow pupils to debate and discuss potentially contentious issues with equanimity
- ensure pupils feel safe at school to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and feel able to challenge these ideas
- develop the skills for pupils to make a positive contribution in modern society
- ensure pupils feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use
- ensure pupils feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination
- help pupils to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faiths and beliefs
- support pupils understanding of how citizens can influence decision-making through the democratic process
- encourage empowerment, leadership skills and self-confidence for both boys and girls in the school and across all key stages
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

THE PROMOTION OF BRITISH VALUES AND DEVELOPMENT OF RESILIENCE TO RADICALISATION

St John's Beaumont builds resilience to radicalisation of its pupils by promoting fundamental British values. This includes teaching about democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with other faiths or beliefs.

We provide a safe space in which our pupils can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. We will routinely and appropriately challenge any discriminatory or extremist opinions or behaviours.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

Every PSHE lesson from Early Years to Upper School offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Our curriculum is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). We believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

TEACHING RSE AND PSHE EDUCATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At St John's Beaumont we strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs.

We facilitate our PSHE curriculum through regular timetabled lessons, tutorials, assemblies, examen (a period of reflection at the end of the school day), field trips and excursions. In this way we help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

PSHE and RSE is facilitated by teachers who are trained to provide learning opportunities matched to the individual needs of children with learning difficulties, wherever possible and where reasonable adjustment can be made.

Those pupils for whom usual academic subjects may be challenging can often embrace the broad range of mediums in which RSE and PSHE education is delivered and may discover that they have strengths in discussion and argument about the wider world and some of the issues faced by young people today.

All St John's Beaumont teachers are made aware of any home situation or social difficulty that a pupil may be experiencing which could make some subjects more sensitive and/or difficult for them to engage in.

TEACHING, ASSESSMENT, RECORDING AND REPORTING

RSE and PSHE education is delivered by each child's tutor. For Years 3-8 this is done in a weekly 50-minute timetabled lesson (some topics are delivered through a cross-curricular approach e.g. science lessons). This is an invaluable and unique platform for delivery of the curriculum. Pupils will likely feel more comfortable talking honestly and openly to an adult in whom they have established a regular, positive and trusting relationship. Similarly, tutors will likely be more aware of issues affecting children within their own tutor group, so can therefore differentiate RSE and PSHE lessons accordingly and from a more informed position.

Assemblies are also effective when introducing themes, which will later be used as a tool for discussion, enabling children to consider their argument's validity.

Role play and drama offers pupils the opportunity to 'play out' situations – sometimes from the perspective of someone other than themselves – discussing possible outcomes and how the results may differ depending on choices made.

We recognise that assessment of RSE and PSHE education significantly differs to most other subjects. Both do not generally involve summative assessment. Emphasis is often placed on self-assessment and review of group work. However older pupils will be expected to keep their own workbooks and make notes during the course of PSHE/RSE lessons.

Opportunities to assess the progress and achievements of the children also exist through observation of role play, presentations and involvement in discussion.

Pupils have opportunities to reinforce their learning through the production of information leaflets, posters, etc. which can be evaluated and stand as a record of work and achievement.

CROSS CURRICULAR LINKS

We acknowledge the intrinsic links that PSHE education has with lessons across the wider school curriculum. Through regular communication between teachers, we can identify and enhance the development of a truly joined up, complimentary and 'whole school' approach to our syllabus.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

RSE and PSHE within the Early Years Foundation plays a vital part in meeting St John's Beaumont School's safeguarding obligations. It acts as a preventative programme that enables the Pre-school learner about safety and risks in relationships. It also emphasizes the pupils understanding of their own physical and emotional wellbeing.

SELF-CONFIDENCE AND SELF-AWARENESS

Pupils are encouraged to try new activities, and to say why they like some activities more than others. They will be confident to speak in a familiar group, share their ideas, and choose the resources they need for their chosen activities. They are encouraged to say when they do or do not need help.

MANAGING FEELINGS AND BEHAVIOUR

Pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and are supported to take changes of routine in their stride.

Pupils are taught how to identify trusted adults (both at home and school) who they can talk to if they feel worried.

MAKING RELATIONSHIPS

Each pupil is encouraged and guided to play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and

other children. A particular focus is on nurturing and appreciating of friendships, family, sharing and helping others, including our school community with good and kind deeds.

FAMILIES AND PEOPLE WHO CARE FOR ME

Pupils will know that families are important for children because they give love, security and stability.

Pupils learn that families can look different than their own and that families are characterised by love and care.

PARENTAL AND COMMUNITY INVOLVEMENT

St John's Beaumont believes in collaborative working and sharing information, as such we want to work with parents so that they receive information from our school regarding their child's RSE and PSHE education.

We strongly believe that, by sharing our pupils' learning with parents, this enables children to continue their development from school into their home life.

Working with parents is a vital part of the whole school approach to RSE and PSHE education. It is important that parents understand the importance of the themes covered in the PSHE and RSE programme and also understand their rights to withdraw their son or daughter from specified areas. Parents are invited to respond to proposed changes in the RSE policy and content (see Appendix for topics covered in EYFS, KS1, KS2 and KS3) and invited to attend information events which relate to elements of RSE and PSHE.

Where appropriate, suitably vetted outside agencies are invited into school to help with the delivery of PSHE education, e.g. guest speakers, charitable trusts, community groups, etc.

CONSENT AND CONFIDENTIALITY

St John's Beaumont acknowledges the rights and privileges afforded to pupils under the Data Protection Act 1998 and General Data Protection Regulation (GDPR). For more information, please refer to our school Data Protection Policy. Where required, pupils who are deemed to be 'Gillick Competent' will have their consent sought before any sharing of personal information with any other party.

RSE and PSHE education teachers are advised to establish ground rules for lessons where sensitive issues may arise. We are aware that some topics can produce personal and emotional responses. However, all our staff make it clear to pupils that they cannot offer unconditional confidentiality. Staff will maintain an approach which is for the best long-term interest and wellbeing of the child.

If confidentiality must be broken, pupils should, but not always, be informed first and then supported as appropriate. Pupils can be informed of, and directed to, alternative sources of confidential help, for example, a counsellor, GP or local young person's advice centre.

SAFEGUARDING CONCERNS ARISING FROM PSHE LESSONS

RSE and PSHE education teachers are fully trained and conversant in safeguarding children and the school's related Child Protection and Safeguarding Policy. If there is ever any

concern about a child regarding abuse or neglect, staff will immediately refer to this policy and follow the associated procedures.

APPENDIX A

SUMMARY OF RSE TOPICS COVERED BY KEY STAGE
INTRODUCTION

Any teaching about love and sexual relationships at St John's must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationships with others and be presented within a positive framework of Christian virtue.

The aim for the RSE curriculum at St Johns therefore is that it will be:

Progressive & Developmental

The learning should reflect each stage of the development of the pupil. It needs to be part of both the Primary (EYFS, Pre-Prep and Middle School) and Secondary (Upper School) phase of education and is appropriate to the age and stage of development of the pupils. It also needs to be continuous and developmental, as well as addressing the unique needs of both boys and girls.

Differentiated

It aims to be sensitive to the different needs of individual pupils and taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods should be adapted and specialist resources and training will need to be provided for those with particular needs.

Cross-curricular

Since St John's is committed to the education of the whole child, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum (e.g. Religious Education, Science, Geography etc.). Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

St John's aims to involve parents in the planning and teaching of RSE throughout the school. To do so recognises the primary role they have as their sons' and daughters' educators and the curriculum aims to support them in this role through collaboration with the school. It is to the pupils benefit for them to receive a consistent message about the meaning and value of human sexuality at home and at school.

Balanced

St John's will aim to ensure that pupils are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant.

THE STRUCTURE OF THIS MODEL CURRICULUM.

This model curriculum covers EYFS, KS1 and KS2 and the lower 2 years (7&8) of KS3 and is based on three core themes:

1. Created and loved by God (this explores the individual)
2. Created to love others (this explores an individual's relationships with others)
3. Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

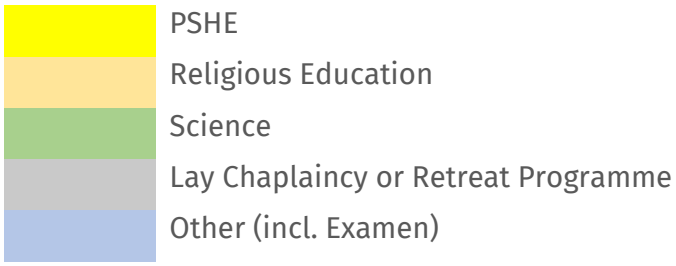
CHRISTIAN VIRTUE AND RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it.

Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that St John's aims to develop in our pupils. These virtues reflect our Christian tradition but in addition to this they are fundamental human virtues which are universally shared.

TOPIC ALLOCATION AND KEYS

The topics contained in this curriculum are covered through a range of curricular perspectives. Whilst many of the topics Relationships Education (Nursery - Year 6) or Relationships and Sex Education (Year 7&8) will be covered through the school's PSHE curriculum, others will be taught as part of the Religious Education and Science curriculum or be delivered as part of our spiritual retreat and lay chaplaincy programme.



RELATIONSHIPS EDUCATION (NURSERY – YEAR 6)

THEME 1: CREATED AND LOVED BY GOD

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

	EYFS & KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving	Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	Pupils should be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

	EYFS & KS1	KS2
Me, my body and my health	Pupils should be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	Pupils should be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 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) My body 2.1.3.5. Their body will change and develop as they grow 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) My health 2.1.3.8. How to make informed choices that have an impact on their health
Emotional well-being and attitudes	Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	Pupils should be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves Attitudes

		2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

	EYFS & KS1	KS2
Life cycles and fertility	Pupils should be taught: Life cycles 1.1.5.1. That there are life stages from birth to death	Pupils should be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age) Fertility 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

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

	EYFS & KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 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 1.2.1.5. Courteous, learning to say, "please" and "thank you" 1.2.1.6. Honest, able to tell the difference between truth and lies	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	Pupils should be taught: 1.2.2.1. We are part of God's family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	Pupils should be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self- giving. It is a formal, lifelong commitment

Personal Relationships	Pupils should be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	Pupils should be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment For the Church, marriage has a special significance as one of the sacraments 2.2.3.4. The characteristics of a healthy family life. 2.2.3.5. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.6. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.7. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.8. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.9. 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	Pupils should be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 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. Importance of seeking and giving permission in relationships. People who can help me 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	Pupils should be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 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 2.2.4.5. Importance of seeking and giving permission in relationships People who can help me 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard

THEME 3: CREATED TO LIVE IN COMMUNITY (LOCAL, NATIONAL AND GLOBAL)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

	EYFS & KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	In a Catholic school, pupils are growing to be: 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it
Religious understanding of the importance of communities	Pupils should be taught: 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in a community 1.3.2.3. Jesus' teaching on who is my neighbour	Pupils should be taught: 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ
Living in the wider world	Pupils should be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 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	Pupils should be taught: 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.) 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 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 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

APPENDIX B

RELATIONSHIPS AND SEX EDUCATION (YEAR 7-8)
THEME 1: CREATED AND LOVED BY GOD

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

KS3

Education in virtue	In a Catholic school, pupils are growing to be: 3.1.1.1. Respectful of their own bodies, character and giftedness 3.1.1.2. Appreciative for blessings 3.1.1.3. Grateful to others and to God 3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 3.1.1.5. Discerning in their decision making 3.1.1.6. Determined and resilient in the face of difficulty 3.1.1.7. Courageous in the face of new situations and in facing their fears.
Religious understanding of the human person: loving myself	Pupils should be taught: 3.1.2.1. To appreciate sensual pleasure as a gift from God 3.1.2.2. To recognise that sexuality is a God-given gift, and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage 3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility 3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this

	3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves 3.1.2.6. To recognise that they are responsible for their own behaviour
Emotional well-being and attitudes	Pupils should be taught: Emotional well-being 3.1.4.1. How to develop self-confidence and self-esteem 3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships 3.1.4.3. The importance and benefits of delaying sexual intercourse until ready 3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them 3.1.4.5. How to develop the skills needed to identify and resist peer pressure (including sexual pressure) to conform 3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation Attitudes 3.1.4.7. To recognise, clarify and, if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices

Life cycles and fertility	Pupils should be taught: Life cycles 3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems 3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome Fertility 3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods 3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation 3.1.5.5. The negative impact of substance use on both male and female fertility

THEME 2: CREATED TO LOVE OTHERS

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

KS3

Education in virtue	In a Catholic school, pupils are growing to be: 3.2.1.1. Loyal, able to develop and sustain friendships 3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 3.2.1.5. Courteous in their dealings with friends and strangers 3.2.1.6. Honest, committed to living truthfully and with integrity

Religious understanding of human relationships: loving others	Pupils should be taught: 3.2.2.1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church 3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children 3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love 3.2.2.4. How to express love and care for others through acts of charity 3.2.2.5. How to discuss religious faith and personal beliefs with others 3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness

KS3

Personal Relationships	Pupils should be taught: 3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12: it is illegal to discriminate on grounds of: • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion of Belief • Sex • Sexual orientation) The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc. 3.2.3.1. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these 3.2.3.2. The nature and importance of friendship as the basis of a loving, sexual relationship 3.2.3.3. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.

	3.2.3.4. The nature and importance of marriage; the distinction between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships. 3.2.3.5. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex 3.2.3.6. Understand that loving, supportive family relationships provide the best environment for a child 3.2.3.7. That marriage is a commitment, entered into freely and never forced through threat or coercion 3.2.3.8. Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life 3.2.3.9. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.

THEME 3: CREATED TO LIVE IN COMMUNITY (LOCAL, NATIONAL AND GLOBAL)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Education in virtue	In a Catholic school, pupils are growing to be: 3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the importance of human	Pupils should be taught: 3.3.2.1. To discuss moral questions in a balanced and well informed way 3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all
Living in the wider world	Pupils should be taught: 3.3.3.1. The purpose and importance of immunisation and vaccination 3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence 3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers. 3.3.3.4. They have responsibilities towards their local, global and national community and creation 3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc.); to have the skills and strategies to respond to being targeted or witnessing the targeting of others 3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so 3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice 3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)

Keeping safe and people who can help me	Pupils should be taught: Keeping safe 3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent 3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given 3.2.4.5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images 3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions People who can help me 3.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them