



## Relationships and Sex Education Policy 2025-2027

### Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Safeguarding, Community, Admissions and Ethos
Agreed by Governors on	May 2025
Chair's Signature	
Staff Member Responsible for Review	Mrs Tanya Bastian
Date for Review	May 2027

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

This policy is based on the following CES and Diocesan policies:

- Relationships and sex education (RSE) and health education, DFE, 2020
- Archdiocese of Southwark Education in Human Love Policy Statement for Relationship & Sex Education October 2020
- A Model Policy for Relationships and Sex Education – CES,
- A Model Catholic Primary RSE Curriculum- CES, 2019

A full staff, parental and Governor consultation was carried out in 2018. Due to Coronavirus, a wider consultation to use the updated RSE Scheme 'A Journey in Love' to support the statutory changes has not been possible. Sacred Heart led a Deanery consultation involving RE and PSHE leads unpicking both the Journey in Love scheme and Jigsaw PSHE scheme so they can work in unison to cover all statutory elements of the PSHE and Relationships Curriculum.

Governors have undertaken a consultation via Ethos/Curriculum Committee and parents have subsequently been consulted during summer term 1 via three online meetings. Staff will undertake full training with a Journey in Love Policy/Resources during Summer 1.

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the summer term of 2021. This policy will be reviewed EVERY 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is Summer 2027.

### **Legal requirements**

As of September 2020, it is expected that all schools in England will meet the statutory requirements for RSE as set-out by the Department for Education (DfE). In addition, there are further statutory requirements relating to RSE pertinent to legislation covering different parts of the United Kingdom. They can be summarised as follows:

- All maintained **primary** and secondary schools **must** teach the Sex Education and Health Education elements of the **National Curriculum Science**;
- In all **primary** schools, **Relationships Education** is now **compulsory**. There are also **statutory elements** for **Relationships Education** within the **Early Years Foundation Stage**.
- **Sex Education** is **not** compulsory in primary schools but is **recommended** to be taught.
- **All schools** must have **an up to date RSE policy** which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website;
- **Parents right to request** that their child be **withdrawn from some or all of Sex Education** delivered as part of statutory RSE is **preserved** within the guidance. The DfE statutory guidelines permit children to opt into Sex Education from three terms before their 16th birthday. (This does not include the teaching of biological aspects of human growth and reproduction necessary under the National Curriculum Science.)

### **Rationale**

Our Mission Statement, values of *faith, hope and love* and school development plan objectives of *Excellence in learning, wellbeing and personal development aims* 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. It is in this context that we commit ourselves in partnership

with parents, to provide children and young people with a “*positive and prudent sexual education*” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. We are involved in relationships and sex education (RSE) 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.

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

**Aims/Objectives:**

To develop the following attitudes and virtues:

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

To develop the following personal and social skills:

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

To know and understand:

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

### **Pedagogical Principles**

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

#### *Progressive & Developmental*

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

#### *Differentiated*

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

#### *Cross-curricular*

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. PSHE lessons teach the statutory PSHE Curriculum whilst the Catholic scheme, 'A Journey in Love' will cover the Relationships and Sex Education objectives. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. 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*

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

### **Equal Opportunities**

At Sacred Heart, we recognise that we serve a vibrant and diverse community that welcomes pupils of not just the Catholic faith but of all faiths and none as well as those from varying cultures and backgrounds. The RSE programme at Sacred Heart reflects its commitment to the principle of equal opportunities in accordance with Government guidelines and Church teachings. This ensures the entitlement of all pupils, regardless of race, gender, sexual orientation or disability, to develop their self-esteem and self-identity and to enable a confident participation in the curriculum. We intend that the subject be taught so that the equal but different natures of men and women are not compromised. We will endeavour to provide male and female role models from varying cultures and

backgrounds whenever possible. It is also our aim to ensure that this programme of study is culturally relevant in order to address the different needs of all our pupils and be sensitive to individual personal circumstances.

### **Training**

All staff involved in the delivery of SRE lessons will be trained specifically in the teachings of the Catholic Church as well as the scheme itself. Teachers will be trained in how to respond to questions (see appendix). All planning and resources will be monitored prior to the delivery of the lessons to ensure that they meet the requirements of the school’s Catholic ethos and the teachings of the Church. This training will be repeated each year prior to the SRE scheme being delivered.

### **Working with Parents**

RSE is a joint partnership between school and parents. The ‘Journey in Love’ materials will be made available to parents of all year groups. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the RE subject leader /Deputy Head Teacher – Miss Heffron. At Sacred Heart, we work with parents to educate how RSE is taught to enable parents to support their decision and rights to further support their child/ren or withdraw them from non-statutory elements of RSE.

### **Right to withdraw**

Parents have the right to withdraw their child from any RSE lesson, except for elements in the National Curriculum Science or PSHE curriculum. However, parents must be aware that RSE takes place at home, in the school playground, on TV and on the Internet, through the use of mobile devices, and in the media, so withdrawing a child from these lessons may result in the child having an incomplete and confused understanding of the issues and subject taught. The school seeks to help to educate children appropriately and with great sensitivity, to dispel myths and ignorance.

For any pupils that are withdrawn from non-statutory sex education, they will be provided with additional statutory PSHE learning to complete in another class whilst their class takes part in these lessons. This learning will be linked to their most recent/current PSHE topic.

### **Organisation and delivery and the Jigsaw PSHE Curriculum**

The RE subject leader has the responsibility, along with the Head Teacher and PSHE lead, to ensure that the planned RSE programme is delivered effectively (and in unison with the PSHE curriculum) through the Journey in Love scheme and the Jigsaw PSHE scheme. See separate PSHE policy to be developed.

<b>Jigsaw PSHE Curriculum</b>	<b>Journey in Love</b>
Primary <b>PSHE</b> including <b>statutory Relationships</b> and <b>Health</b> Education	<b>Non-Statutory</b> Primary Catholic Sex Education including <b>statutory Relationships education</b> (in addition to PSHE Curriculum)

All statutory elements of the PSHE and relationships education is covered the Jigsaw PSHE scheme of work. All relationships and sex education is covered through the Catholic RSE programme – ‘A Journey in Love’. The Deanery project allowed us to identify areas for Catholic teaching within each lesson to uphold or ethos and values.

All class teachers will be responsible for delivering their section of the programme to their class. In Years 5 and 6, it may be necessary to split the class by gender based upon the needs of the children. The Head Teacher will approve this if necessary.

The key aims for each year group can be found below. These are broken down into 3 key learning objectives:

- Social and Emotional
- Physical
- Spiritual

The language used in the aims and objectives are the same as those used in RE (Driver Words) e.g. describe, make links. To allow for familiarity for the pupils as well as supporting staff in the planning, differentiation and challenge of lessons.

PSHE lessons are taught weekly from Nursery through to Year Six.

RSE (Relationships and Sex Education) lessons are taught weekly in the second half of the Summer term (June/July)

### **Dealing with sensitive issues and responding to questions**

Teachers will answer questions according to the teaching of the Catholic Church and with due regard to the nature of the question and the age and maturity of the child asking the question. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his\her parents. In the same way not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

### **Confidentiality**

Children have a right to ask questions in a supportive environment. Our intention is to make every child feel safe and secure in the school environment so that they can ask questions to gain a fuller understanding of the content covered in class.

### **Child Sexual Abuse Prevention**

Children will be made aware that disclosures that fall within the realm of child protection will be pursued. Preventing child sexual abuse/exploitation will be identified in the school's Safeguarding and Child Protection Policy and procedures and staff will be made fully aware of these (See Safeguarding and Child Protection Policy).

### **Role of Governors**

Governors have the legal responsibility of deciding whether or not RSE should be taught in school. The Diocese advises that schools provide this education for the needs of its children. Governors, in consultation with staff and advisors are involved in the dialogue as to what materials might be used to teach RSE and in reviewing the policy.

### **Procedures for Monitoring and Evaluation**

The effectiveness of the school's approach to RSE will be assessed annually. This will include feedback from the staff, parents and the children. All materials used will have been previously reviewed and assessed for suitability by the RE and PSHE subject leaders, members of the SLT, and a member of the governing body of the school.

## **Appendix 1 - Sex Education Notes for Guidance - Answering questions from children**

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video, part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings.

Children should be encouraged not to use "slang" or "family" names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy / age / stage of development of the pupils, the teacher must either decide to:

- leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own;
- explain that they are only answering questions on a particular topic. In either case the most appropriate action would be for the teacher to suggest that the child asks his / her parents.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually (with an adult present) to try to ascertain what has prompted the question e.g. "Why did you want to know that?" The teacher can then respond in one of the ways suggested above.

Additional questions, answers and definitions can be found in the Journey in Love Teacher Book.

## Appendix 2 – Overview of Journey in Love, Relationships Education and Science Curriculum

Journey in Love objectives mapped to National Curriculum for Science and Relationships (both of which are Statutory)			
	Journey in love Sex Education (Non-Statutory)	Science Curriculum (Statutory)	Elements of the Relationships Curriculum linked to RSE (Statutory)
EYFS	<p>To explore the wonder of being special and unique</p> <p><b>Social &amp; Emotional</b> To recognise the joy in being a special person in my family</p> <p><b>Physical</b> To recognise that we are all different and unique</p> <p><b>Spiritual</b> To celebrate the joy of being a special person in God's family</p>	N/A	<p><b>Families and people who care for me</b> That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><b>Caring Relationships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice.</p>
1	<p>To focus on families and specially growing up in a loving, secure and stable home</p> <p><b>Social &amp; Emotional</b> To recognise the signs that I am loved in my family</p> <p><b>Physical</b> To recognise how I am cared for and kept safe in my family</p> <p><b>Spiritual</b> To celebrate ways that God loves us and cares for us</p>	<p>Animals and Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Families and people who care for me</b> Families are important for children growing up because they can give love, security and stability. The characteristics of a healthy family life: commitment to each other, including in times of difficulty, protection and care for children including other family members, the importance of spending time together and sharing each other's lives</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p> <p><b>Being safe</b> The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. What sorts of boundaries are appropriate in friendships with peers and others? The concept of privacy and the implications of it for both children and adults. Not always right to keep secrets. Each person's body belongs to them, understanding differences between appropriate and inappropriate contact. How to respond safely to adults they may not know.</p>

<p><b>2</b></p>	<p>To describe how we are growing and developing in diverse communities that are God-given</p> <p><b>Social &amp; Emotional</b> To recognise the joy and friendship of belonging to a diverse community</p> <p><b>Physical</b> To describe ways of being safe in communities</p> <p><b>Spiritual</b> To celebrate ways of meeting God in our communities</p>	<p><b>Animals and Humans</b> Notice that animals, including humans, have offspring which grow into adults</p>	<p><b>Families and people who care for me</b> That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in schools and in wider society they can expect to be treated with respect by others, and in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
<p><b>3</b></p>	<p>To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe</p> <p><b>Social &amp; Emotional</b> To describe and give reasons for how friendships make us feel happy and safe</p> <p><b>Physical</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened</p> <p><b>Spiritual</b> To celebrate the joy and happiness of living in friendship with God and others</p>	<p>n/a</p>	<p><b>Families and people who care for me</b> Those stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. Sometimes people may behave differently online including by pretending to be someone they are not. How to critically consider their online friendships and sources of</p>

			<p>information, including awareness of the risks associated with people they have never met.</p> <p><b>Being safe</b></p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? How to respond safely to adults they may not know.</p>
4	<p>To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us now and as we change.</p> <p><b>Social &amp; Emotional</b> To describe how we all should be accepted and respected</p> <p><b>Physical</b> To describe how we should treat others making links with the diverse modern society we live in</p> <p><b>Spiritual</b> To celebrate the uniqueness and innate beauty of each of us</p>	n/a	<p><b>Families and people who care for me</b></p> <p>Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><b>Caring friendships</b></p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p><b>Respectful relationships</b></p> <p>The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy or manners. The importance of self- respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn, they should show due respect to others, including those in positions of authority... About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b></p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
5	<p>To show a knowledge and understanding of how we grow in awareness of the physically and emotional changes that accompany puberty and grow further in recognising God's presence in our daily lives.</p> <p><b>Social &amp; Emotional</b> To show knowledge and understanding of emotional relationship</p>	<p><b>Animals and Humans</b> Describe the changes as humans develop to old age. (including puberty)</p>	<p><b>Families and people who care for me</b></p> <p>That those stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p><b>Caring friendships</b></p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p><b>Respectful relationships</b></p>

	<p>changes as we grow and develop</p> <p><b>Physical</b> To show knowledge and understanding of the physical changes in puberty</p> <p><b>Spiritual</b> To celebrate the joy of growing physically and spiritually</p>		<p>The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. Sometimes people act very differently online, including pretending to be someone they are not. Understand how data is shared and used online.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact.</p>
6	<p>To develop a secure understanding of what stable, caring relationships are and the different kinds there might be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>Social &amp; Emotional</b> To develop a secure understanding that stable and caring relationships, which may be different types, are at the heart of happy families</p> <p><b>Physical</b> To explain how human life is conceived</p> <p><b>Spiritual</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships</p>	n/a	<p><b>Families and people who care for me</b> Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including</p>

	with others including life-long relationships.		<p>awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p><b>Being safe</b>  How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact</p>
7	<p><b>NB: Year 7 Science Curriculum covers:</b>  <b>Reproduction</b>  Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p>		