



Truth, Love and Life to the Full

Relationships Education, Sex Education and Health Education

(RSHE) 2024-2026

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Foreword

Education is about more than academic achievement. Schools seek to prepare our young people for life in the world today. Their health and wellbeing and their relationships with others are vital components for living a fulfilled life and making a positive contribution to society. So, not surprisingly, Relationships Education, Sex Education and Health Education (RSHE) are an essential part of the overall school curriculum and the Government, through its Department for Education, regulates the content of those aspects of the curriculum.

Within the Catholic Church, we have a particular context in which we wish this education to be offered and specific views about certain elements of it. Consequently, on behalf of the Bishops' Conference of England and Wales, the Catholic Education Service (CES) offers advice and a model policy for how this area of the curriculum should be approached in Catholic schools. Our own Diocesan Department for Education has taken both the Government and the CES documents and brought them together into this model policy for use in schools within the Diocese of Salford. This ensures that Catholic teaching is set alongside the secular State requirements and will enable teachers to approach these often sensitive matters with confidence and clarity.

When it comes to Sex Education, parents do have a legal right to withdraw their children (except for those aspects required by the National Curriculum for Science). Hopefully such incidences would be few and far between, since we believe that it is much better for children to be educated about these matters in a safe and structured environment, where the content and message accord with our Catholic values, rather than learning about them from randomly accessed sources.

Thanks must go to the professionals (advisers and teachers) who have helped to prepare this policy for the benefit of our staff and our young people. May it help to enhance the quality of their lives.

Rev Canon Michael Cooke VG
Moderator of the Curia

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SECTION 1 – INTRODUCTION

1. Introduction

1.1 Under the *Relationships Education, RSE, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017*, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

1.2 At Mount Carmel, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE. The Catholic Education Service use the term 'RSE'.

2. Rationale¹

'I have come that you might have life and have it to the full.' (John.10.10)

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

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

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

2.4 All RSHE 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

¹ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg2

fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

2.5 Our RSHE programme enshrines the Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

2.6 We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents and carers, to provide children and young people with a 'positive and prudent sexual education' (Gravissimum Educationis) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

3. Definitions

3.1 Relationships Education²

As a Catholic school, we are guided by the DfE and CES. DfE guidance describes Relationship Education:

'the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' This would include the topics of: families and people who care for me; caring friendships; respectful relationships; online relationships and being safe.'

3.2 Sex education³

Sex Education is not compulsory in primary schools. The national curriculum for science includes subject content in related areas such as: the main external body parts; the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We choose to teach Sex Education at Mount Carmel in order to meet the needs of our pupils. In this we are guided by the Catholic Education Service, using their definition:

'It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.'

4. Parents And Carers – including the right to be excused from Sex education

4.1 'The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships'.⁴

² DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg19

³ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg1

⁴ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg17

'We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children.'⁵

Therefore, we will work closely with parents/carers when planning and delivering our RSHE programme and we will support parents and carers by sharing and providing materials where necessary.

4.2 Parents and carers will be informed by letter/email when the more sensitive aspects of our RSHE programme will be delivered, in order that they can be prepared to talk and answer questions about their children's learning.

4.3 We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents/carers have the right to withdraw their children from Sex Education except in those elements which are required by the Science National Curriculum. Should they wish to withdraw their children they are asked to notify the school by contacting the Headteacher who will automatically grant the request. If a child is withdrawn, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

4.4 There is no right to withdraw from Relationships Education or Health Education.⁶

5. Consultation

5.1 Parents and carers will be consulted in developing and reviewing our policy and they will be able to view the resources we use.

5.2 We will also consult with teachers and pupils to ensure the policy reflects their views. We feel that listening and responding to the views of young people will strengthen the policy, ensuring that it meets their needs.

5.3 Our aim is that, at the end of the consultation process, stakeholders will have full confidence in our RSHE programmes to meet their child's needs.

5.4 In addition, where appropriate, parents/carers may be consulted before their child's final year of primary school about the detailed content of what will be taught. This will include offering them support in talking to their children about sex education and how to link this with what is being taught in school.

6. A balanced curriculum⁷

⁵ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg5

⁶ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg18

⁷ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs5-6

6.1 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 RSHE programme that offers a range of viewpoints on issues.

6.2 Pupils will also receive clear scientific information inline with the National Curriculum for Science.

6.3 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.

7. Controversial or sensitive issues; managing difficult questions; safeguarding⁸

7.1 There will always be sensitive or controversial issues in the field of RSHE. These may be matters 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.

7.2 At Mount Carmel, we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

7.3 At Mount Carmel, we want to promote a healthy, positive atmosphere in which RSHE can take place. We will 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. We recognise that 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. If this happens, adults will tell the pupil/pupils at the time that they will speak to them after the lesson. A record of the discussion will be made and parents/carers made aware if necessary.

7.4 We recognise that pupils will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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 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 will follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

⁸ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs7-8

SECTION 2 – WHAT PUPILS WILL LEARN

8. What pupils will learn - Relationships education⁹

By the end of primary school pupils should know:

8.1 Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

8.2 Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

8.3 Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships

* (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)

⁹ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg20-22

- 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.

8.4 Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.

8.5 Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources.

9. What pupils will learn - Sex education¹⁰

DfE guidance '*Relationships and sex education (RSE) and health education*' states 'it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.' It recommends therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In order to do this, we use CES guidance '*A Model Policy For Relationships And Sex Education*'. By the end of key stage 2 we aim:

¹⁰ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs3-4

9.1 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.

9.2 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.

9.3 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.

10. What pupils will learn – Physical health and mental wellbeing¹¹

By the end of primary school pupils should know:

10.1 Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

¹¹ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs32-35

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

10.2 Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

10.3 Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

10.4 Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

10.5 Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

10.6 Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

10.7 Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

SECTION 3 – ADDITIONAL INFORMATION

11. How RSHE will be taught

11.1 RSHE forms one part of the personal development of pupils at Mount Carmel.

11.2 Through teaching RSHE at Mount Carmel, we endeavour to raise pupils' self-esteem, help them grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. ¹²

11.3 DfE guidance on RSHE is statutory, but schools are free to determine how to deliver it's content. At Mount Carmel we have chosen to use Ten:Ten Life to the Full Plus resources (from Reception to Year 6) which are within Salford Diocese recommendations. In Nursery staff will use the 'Think Equal' scheme to plan age-appropriate learning opportunities based around a weekly picture book. These resources fit into our broad and balanced curriculum. It is a graduated, age-appropriate programme and when using it, we take into account the developmental differences of our children.

11.4 Our Curriculum Map (appendix 1) shows our carefully sequenced planned programme of lessons.

11.5 Ten: Ten provide an Online Parent Portal, a tool that provides parents with information about the Life to the Full Plus programme content that their children will be following in school. They can also access suggestions for further activity and discussion at home linked to the sessions taught in school. Parents can access the parent portal with the following login credentials.

Username

mount-carmel-m9

Password

sweet-treats

Parent Portal

<https://www.tentenresources.co.uk/parent-portal/>

11.5 Our RSHE programme is delivered to pupils by their class teachers.

¹² CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg3

11.6 Aspects of RSHE which pupils should know by the end of primary school may be delivered through other curriculum areas.

12. Pupils with special educational needs and disabilities (SEND)

12.1 At Mount Carmel, we ensure that Relationships Education, Sex Education and Health Education is accessible for all pupils. High quality teaching, that is differentiated and personalised where necessary, is the starting point to ensure this.

12.2 Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' personal circumstances; for example, their own sexual orientation, faith or culture and we teach our programmes in a way that ensure that pupils are not subject to discrimination.¹³

12.3 Our programmes of study will also be delivered with reference to the law, in particular to the Equality Act (see below, pt 14).

12.4 We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. As such, at Mount Carmel we take into consideration all these factors when designing and teaching these subject.

12.5 We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when teaching Relationships Education, Sex Education and Health Education.¹⁴

13. Transition to KS3¹⁵

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. At Mount Carmel our programmes are tailored to the age and the physical and emotional maturity of our pupils. They will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born.

14. Equalities Obligations, including LGBT

14.1 At Mount Carmel, we will not discriminate against pupils in relation to the following as it is unlawful:

- admissions (apart from the exemptions on single sex schools and those with a religious character)

¹³ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

¹⁴ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg15

¹⁵ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg23

- the provision of education
- access to any benefit, facility or service
- exclusions
- any other detriment

Unlawful discrimination includes:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments
- pregnancy and maternity discrimination¹⁶

14.2 At Mount Carmel, we ensure that we comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).¹⁷

14.3 Lesbian, Gay, Bisexual and Transgender (LGBT)^{18 19}

14.3.1 In teaching Relationships Education, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In particular, complying with the provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics – see above (pt. 14.1).

14.3.2 At Mount Carmel, we ensure that all our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBT (see Section 8 – Relationships Education), we ensure that the content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

14.4 We take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic; and we take this into consideration in designing and teaching Relationships Education, Sex Education and Health Education.

14.5 We also consider the makeup of our student body, including the gender and age range, when considering whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

14.6 We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated. Any occurrences are identified and tackled.

¹⁶ The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 pgs7-9

¹⁷ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg13

¹⁸ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs14-15

¹⁹ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

14.7 We are particularly aware of current evidence on the preponderance in schools and colleges of sexual violence and sexual harassment between children. We make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with accordingly.

14.8 At Mount Carmel, through our programmes of study, we enable pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use of prejudice-based language and how to respond and ask for help.

15. Cross-Curricular Links

15.1 This policy is delivered as part of our PSHE framework and is compatible with our school's other policy documents including our Behaviour Policy and our Safeguarding Policy.²⁰

15.2 It also complements several national curriculum subjects and we look for opportunities to draw links between the subjects and integrate teaching where appropriate. For example:

- The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.
- The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in a competitive sport and activities and lead healthy, active lives.²¹

15.3 We also ensure that our RSHE programmes complement our whole school approaches to wellbeing and health.

16. External visitors ²²

²⁰ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg7

²¹ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg39

²² CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

16.1 Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. These visits will always complement the current programme and never substitute or replace teacher led sessions.

16.2 External visitors will be clear about their role and responsibilities whilst they are in school delivering a session.

16.3 Any visitor delivering aspects of the RSHE curriculum must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools (see appendix 2).

16.4 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.

17. Monitoring and evaluation²³

17.1 Our RSHE Leaders are Gill Lyons and Anthony Dalton. They work alongside the senior leadership team to monitor the provision of the various dimensions of the programme. This includes examining plans, schemes of work and samples of pupils work at regular intervals.

17.2 Curricular development is linked to our self evaluation, school improvement planning and performance management cycles.

17.3 The programme is evaluated by means of questionnaires and by discussion with pupils, staff and parents and carers. The results of evaluations are reported to these groups of interested parties and their suggestions are sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

18. Governance

18.1 As well as fulfilling their legal obligations, our governing body will also make sure that:

- provision is in accordance with other whole school policies, the ethos of our school and our Christian beliefs²⁴
- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.²⁵

²³ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg8

²⁴ CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

²⁵ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg16

19. Date of policy and review

19.1 Date of policy: September 2024


(to be approved by the local governing body at next meeting following parents consultation in Summer 2024)

19.2 This policy is available to parents/carers and anyone who asks for it free of charge from our office and is also published on our website.

19.3 This policy will be reviewed at least every 2 years.

PHSE/RSE Curriculum Map

Highlighted units are key decisions – parents are informed and provided with additional information prior to teaching these units.

	Autumn Term	Spring Term	Summer Term
Nursery	<p><u>Me, Myself and I</u> *Demonstrate a positive sense of identity, self-confidence and self-esteem. *Recognise and value similarities and differences between themselves and others.</p> <p><u>Is There Anyone Like Me?</u> *To celebrate individuality and uniqueness. *To discuss similarities and differences.</p> <p><u>Amazing Daisy</u> *Demonstrate self-knowledge and self-esteem. *To understand the importance of persistence and set a goal to work towards.</p> <p><u>Healthy Minds A</u> *To show that they can pay attention to the inside and the outside.</p> <p><u>The Colour Poem</u> *Begin to connect emotions and emotion words to feelings and colours. Begin to name emotions.</p> <p><u>How We Feel</u> *To name 2-3 emotions. *To recognise that everyone has feelings.</p> <p><u>Wally The Wave</u> *Name 'big' feelings (anger, frustration etc.). *Begin to demonstrate self-regulation and impulse control. *To understand that feelings change.</p> <p><u>Healthy Minds B</u> *To notice and name sounds and sensations.</p> <p><u>I Have A Plan</u> *To show ability to listen to others' words. *To demonstrate compassion for all creatures – animals and humans.</p> <p><u>The Wall</u> *To further understand similarities and differences. *To celebrate diversity and accepting others. *Collaborate to create a piece of group artwork.</p>	<p><u>The Tale of Baby Beetroot</u> *To recognise kind behaviour. *To celebrate diversity.</p> <p><u>Lara The Yellow Ladybird</u> *To demonstrate a strong sense of identity. *To demonstrate an appreciation of diversity.</p> <p><u>My Voice</u> *To demonstrate self-esteem and self-confidence. *To demonstrate a sense of empowerment and voice, regardless of their gender.</p> <p><u>Healthy Mind C</u> *Name three things that they can do to calm their feelings. *To experience how calming can be helped by movement. *To know it is okay to have an accident and to self-forgive.</p> <p><u>Kitchi's Moccasins</u> *To understand the importance of respecting everyone's ideas, thoughts and feelings. *To think about being inclusive and kind to others who might be different from them.</p> <p><u>Helping Hands</u> *To understand that kind actions make a positive difference. *To name and appreciate contributions by people in their lives. *To know that all jobs can be performed by both men and women.</p> <p><u>Diego's Great Idea</u> *To understand that no one should be excluded. *To explore friendships with those who are different to them. *To experience empathy.</p> <p><u>Head, Heart and Hands</u> *To further develop their perspective taking skills. *To understand kindness. *To associate the head with thought, heart with emotion and hands with actions.</p> <p><u>My Amazing Brain</u> *To understand that we all have a brain. *Name one thing the brain can do.</p> <p><u>Healthy Minds D</u></p>	<p><u>Home</u> *To understand that all people deserve shelter. *To understand that home around the world look different. *To name similarities and difference among homes around the world.</p> <p><u>A Time To Be Noisy</u> *Recognise feelings of excitement and frustration. *To identify strategies to help regulate emotions. *To understand that all emotions and feelings are okay.</p> <p><u>I Love My Planet</u> *To demonstrate a sense of responsibility for Earth. *To understand the importance of saving our natural resources. *To understand the interconnectedness of living creatures.</p> <p><u>Anjali's Kite</u> *To understand the importance of kindness and sharing. *To take the perspectives of others and work collaboratively.</p> <p><u>Healthy Minds E</u> *To say one way they are the same and different from others. *To name one thing that everyone wants – peace.</p> <p><u>Sizwe's Smile</u> *To understand that positive actions can have a positive effect on others and ourselves.</p> <p><u>My Special Hair</u> *To value themselves and express a healthy sense of identity. *To celebrate diversity.</p> <p><u>Mum Loves Me So Much/Dad Loves Me So Much</u> *To understand that everyone deserves to feel loved and cared for. *To recognise gender equality in family roles.</p> <p><u>Healthy Minds F</u> *Name three gifts the Earth gives to us. *Name three ways they can take care of Earth.</p> <p><u>Caring Animals</u> *To develop their own narratives as a reflection of the Think Equal content.</p>

		<p>*Learn to apologise sincerely and offer help to another. *Say how it feels on the inside to forgive someone.</p>	
Reception	<p><u>Handmade with Love</u> *To know we are created individually by God as part of His creation plan. * To recognise we are all God's children and are special. *To know our bodies were created by God and are good. *To be able to give thanks to God.</p> <p><u>I Am Me</u> *To know that we are each unique with individual gifts and talents. *To know that whilst we all have similarities, because we are made in God's image, difference is part of God's plan.</p> <p><u>Heads Shoulders, Knees and Toes</u> *To know that their bodies are made by God. *To name parts of the body.</p> <p><u>Ready Teddy</u> *To know that our bodies are good and we need to look after them. *To know what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.</p> <p><u>I Like, You Like, We All Like</u> *To know that we all have different tastes but also similar needs. *To know it is natural for us to relate to and trust one another.</p> <p><u>Good Feelings Bad Feelings</u> * To develop a language to describe their feelings. * To have an understanding that everyone experiences feelings, both good and bad. * To have some simple strategies for managing feelings.</p> <p><u>Let's Get Real</u> *To know how feelings can affect actions and that actions have consequences. *To recognise simple strategies for managing emotions and behaviours. *To know that we have choices and these choices can impact how we feel and respond. *To know we can say sorry and forgive like Jesus.</p>	<p><u>Growing Up</u> *To know that there are natural life stages from birth to death, and what these are.</p> <p><u>New People, New Places</u> *To know that change is part of growing up. *To recognise that their experiences of change will help them to transition to Year 1. *To know that God is with them every step of the way as they grown and change.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of change: *You Are With Me *What Was It Like? *My Classroom *God Never Changes *Just You Wait</p> <p><u>Role Model</u> *To know we are part of God's family. *To know that Jesus cared for others and wanted them to live good lives like Him. *We should love other people in the same way God loves us.</p> <p><u>Who's who?</u> *To identify special people (e.g. parents, carers, friends) and what makes them special. * To recognise the importance of the nuclear family and of the wider family. *To see the importance of being close to and trusting of 'special people' and telling them is something is troubling them.</p> <p><u>You've Got a Friend in me</u> *To understand how their behaviour affects others and recognise appropriate and inappropriate behaviour. *To know some of the characteristics of positive and negative relationships. *To know about different types of teasing and that bullying is wrong and not acceptable.</p> <p><u>Forever Friends</u> *To recognise when they have been unkind to others and say sorry. *To know that when we are unkind we hurt God and should say sorry. *To recognise when people are being unkind to them and others and know how to respond. *To forgive like Jesus forgives.</p>	<p><u>Safe Inside and Out</u> *To know about safe and unsafe situations indoors and outdoors, including online. * To know that they can ask for help from their special people.</p> <p><u>My Body, My Rules</u> *To know that they are entitled to bodily privacy. *To understand that they should be open with 'special people' they trust if anything troubles them. *To know that there are different people we can trust for help, especially those closest to us who care for us.</p> <p><u>Feeling Poorly</u> *To know that medicines should only be taken when a parent or doctor gives them to us. *To understand that medicines are not sweets. *To know that we should always try to look after our bodies because God created them and gifted them to us.</p> <p><u>People Who help us</u> *To know there are lots of jobs designed to help us. * To understand that paramedics help us in a medical emergency. * To know that first Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance.</p> <p><u>God is Love</u> *To know that God is love: Father, Son and Holy Spirit. * To understand that being made in His image means being called to be loved and to love others.</p> <p><u>Loving God and Loving Others</u> *To know what a community is, and that God calls us to live in community with one another. * To understand some Scripture illustrating the importance of living in a community. *To know that no matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><u>Me, You, Us</u> *To understand that they belong to various communities, such as home, school, parish, the wider local area, nation and the global community. * To know that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. * To know that we have a duty of care for others and for the world we live in</p>

		<p><u>What is the Internet?</u> *To know that the internet connects us to others. *To know that internet helps us in lots of ways. *To know that only Jesus can help us with everything.</p> <p><u>Playing Online</u> *To know about safe and unsafe situations online. *To know that they can ask for help from their special people.</p>	<p>(charity work, recycling, etc.) *To understand what harms and what improves the world in which they live.</p> <p><u>When I Grow Up</u> *To know about different types of jobs. *To understand that having a job can help us to look after each other and the world. *To know that God has given us all strengths, gifts and talents to do His work. *To recognise the strengths and interests needed to different jobs.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of jobs, talents and interests: *What Do They Do? *What Do You Want To Be? *We Can Be *I Wish</p> <p><u>Money Doesn't Grow On Trees</u> *To know that money helps us to buy things. *To recognise that wants and needs are different. *To know that God's love and the love we share with others is freely given and our most important need.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of Money: *What Is Money? *Where Does Money Come From *Counting and Choosing *What's Worth Money? *The Lost Coin *The Chocolate Bar</p>			
Year 1	<p><u>Let the Children Come</u> *To know we are created individually by God *To understand that God wants us to talk to Him often through the day and treat Him as our best friend *To know that God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness * To know we are created as a unity of body, mind and spirit: who we are matters and what we do matters *To recognise</p>	<p><u>Special People</u> *To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; *To understand the importance of nuclear and wider family; *To know the importance of being close to and trusting special people and telling them if something is troubling them.</p> <p><u>Treat Others well...</u> *To know their behaviour affects other people, and that there is appropriate and inappropriate behaviour; *To recognise</p>	<p><u>Being Safe</u> *To understand safe and unsafe situations, including online; *To know the difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; *To know techniques for resisting pressure when feeling unsafe.</p> <p><u>Physical Contact</u> *To know that they are entitled to bodily privacy; *To know that there are different people we can trust for help, especially those closest to us who care for</p>	<p><u>Can You help me? (Part 1)</u> *To understand what is and isn't an emergency; *To know to call 999 in an emergency and ask for ambulance, police and/or fire brigade.</p> <p><u>Can You help me? (Part 2)</u> *To know that if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999; *To be able to apply some basic principles of First Aid.</p>	<p><u>Three in one</u> *To know that God is love: Father, Son and Holy Spirit; *To know that being made in His image means being called to be loved and to love others.</p> <p><u>Who is my neighbour?</u> *To know what a community is, and that God calls us to live in community with one another; *A scripture illustrating the importance of living in community as a consequence of this; * To know Jesus' teaching on who is my neighbour.</p>	<p><u>The Communities We Live In</u> *To know that they belong to various communities such as home, school, parish, the wider local community, nation and global community; *To know that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; *To know that we have a duty of care for others and for the world we live in (charity work, recycling etc.);</p> <p><u>Who Will I Be?</u> *To know about some different</p>

	<p>that can give thanks to God in different ways</p> <p><u>God Loves You</u> *To know we are part of God's family; *To understand that saying sorry is important and can mend friendships; *To know that Jesus cared for others and had expectations of them and how they should act; * To know we should love other people in the same way God loves us.</p>	<p>the characteristics of positive and negative relationships; *To understand different types of teasing and that all bullying is wrong and unacceptable.</p> <p><u>...and Say sorry</u> *To recognise when they have been unkind and say sorry; *To recognise when people are being unkind to them and others and how to respond; *To know that when we are unkind to others, we hurt God also and should say sorry to him as well; *To know that we should forgive like Jesus forgives</p>	<p>us, including our parents or carers, teachers and our parish priest.</p> <p><u>Harmful Substances</u> *To know that medicines are drugs, but not all drugs are good for us. * To know that alcohol and tobacco are harmful substances. * To know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p>			<p>types of jobs in the community; *To know about some of the gifts, skills and strengths needed to different jobs and that all jobs are open to boys and girls; *To know work is part of our purpose (vocation) *To recognise God has given us all strengths, gifts and talents to do His work.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of gifts and talents, jobs and vocations: *If You Could Be Anything... *Apply Yourself *How Will I be Today? *God knows *Dress Up</p>
Year 2	<p><u>Let the Children Come</u> *To know we are created individually by God *To understand that God wants us to talk to Him often through the day and treat Him as our best friend *To know that God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness * To know we are created as a unity of body, mind and spirit: who we are matters and what we do matters *To recognise that can give thanks to God in different ways</p>	<p><u>I am unique</u> *To learn that we are unique, with individual gifts, talents and skills.</p> <p><u>Girls and Boys</u> *To know that our bodies are good; *To name the parts of our bodies; *To know that girls and boys have been created by God to be both similar and different and together make up the richness of the human family.</p> <p><u>Clean and Healthy (My Body)</u> *To know that our bodies are good and we need to look after them; *To know what constitutes a healthy lifestyle, including</p>	<p><u>Feelings; Likes and Dislikes</u> *To know that it is natural for us to relate to and trust one another; *To know that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); *To be able to use language to describe feelings.</p> <p><u>Feelings Inside Out</u> *Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</p> <p><u>Super Susie Gets Angry</u> *To have some simple strategies</p>	<p><u>The Cycle of Life</u> *Children will know and appreciate that there are natural life stages from birth to death, and what these are</p> <p><u>Beginnings and Endings</u> *To know what 'death' means; *To know about some feelings associated with grief; *What the Christian faith says about death and eternal life; *Some ways to support themselves and others grieving</p> <p><u>Change Is All Around</u> *To know that change is a part of life; *To understand that managing</p>	<p><u>Three in One</u> *To know that God is love: Father, Son and Holy Spirit * To know that being made in His image means being called to be loved and to love others</p> <p><u>Who is my neighbour?</u> *To know what a community is, and that God calls us to live in community with one another; *Children will learn about a scripture illustrating the importance of living in community as a consequence of this; *Jesus' teaching on who is my neighbour.</p>	<p><u>The communities we live in</u> *To know that they belong to various communities such as home, school, parish, the wider local community, nation and global community; *To recognise that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; *To know that we have a duty of care for others and for the world we live in (charity work, recycling etc.); *To understand what harms and what improves the world in which we live.</p> <p><u>Needs and Wants</u> *To know that</p>

		<p>physical activity, dental health and healthy eating; *The importance of sleep, rest and recreation for our health; *To know how to maintain personal hygiene.</p>	<p>for managing feelings and for good behaviour; *To know that choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; *To know that Jesus died on the cross so that we would be forgiven.</p>	<p>our feelings about change helps to prepare for future change; *To know that God is with us as we change and grow.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of coping with change: *Super Suit *Change and Grow *Praying with St Patrick *Checklist</p>		<p>money is valuable and is used as an exchange for needs and wants; *To understand the difference between needs and wants; *To understand spending and saving choices; *That God's love and the love we share with others is more valuable than anything.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of money and managing money: *How Do You Look After Money? *Want or Need *The Widow's Last Pennies *God's Love Makes Me Glad *Because</p>
Year 3	<p><u>Get Up</u> *To know that we are created individually by God who is Love, designed in His own image and likeness *To understand that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) *To know that every human life is precious from the beginning of life (conception) to natural death *To see that personal and communal prayer and worship are necessary ways of growing in our relationship with God.</p> <p><u>The Sacraments</u></p>	<p><u>Friends, Family and Others</u> *To know ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; *To recognise that there are different types of relationships including those between acquaintances, friends, relatives and family; *To know that good friendship is when both persons enjoy each other's company and also want what is truly best for the other; *To know the difference between a group of friends and a 'clique'</p>	<p><u>Sharing Online</u> *To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; *To know how to use technology safely; *To know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; *To know how to report and get help if they encounter inappropriate materials or messages.</p> <p><u>Chatting Online</u> *To know how to use technology safely;</p>	<p><u>Safe in My Body</u> *To be able to judge well what kind of physical contact is appropriate or inappropriate and how to respond; *To know about different kinds of abuse; *To know that there are different people we can trust for help, especially those closest to us who care for us, including our teachers</p> <p><u>Classroom Shorts</u> This short session will continue to explore the theme of keeping safe online: *Out and</p>	<p><u>First Aid Heroes</u> *To know that in an emergency, it is important to remain calm; *To understand that quick reactions in an emergency can save a life; *To know that children can help in an emergency using their First Aid knowledge.</p> <p><u>Rights and Responsibilities</u> *To know that it is our responsibility to follow rules at home, school and in our country; *To know that some of our rules and laws are based on our rights; *To know that rights protect us; *To know that rules and rights are based on our values as a community;</p>	<p><u>A Community of Love</u> *To know God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' *To understand the human family is to reflect the Holy Trinity in mutual charity and generosity</p> <p><u>What is the Church?</u> *To know that the human family can reflect the Holy Trinity in charity and generosity; *To recognise that the Church family comprises of home, school and parish (which is part of the diocese).</p>

	<p>*To recognise that in Baptism God makes us His adopted children and 'receivers' of His love</p> <p>*To know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p>* To see that it is important to make a nightly examination of conscience.</p> <p><u>Jesus My Friend</u></p> <p>*To know that God loves, embraces, guides, forgives and reconciles us with him and one another.</p> <p>*To recognise the importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.</p> <p>*To know that relationships take time and effort to sustain.</p> <p>*To be able to reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p>	<p><u>When things feel bad</u></p> <p>*To develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p> <p>*To learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p>	<p>*To recognise that bad language and bad behaviour are inappropriate;</p> <p>*To see that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;</p> <p>*To know to report and get help if they encounter inappropriate materials or messages.</p> <p><u>Classroom Shorts</u></p> <p>This short session will continue to explore the theme of keeping safe online:</p> <p>*Critical Thinking</p>	<p>About: Railways</p> <p>*Out and About: Water</p> <p>*Out and About: Roads</p> <p>*Out and About: Fireworks</p> <p>*Out and About: Digital</p> <p><u>Drugs, Alcohol and Tobacco</u></p> <p>*To know medicines are drugs, but not all drugs are good for us;</p> <p>* To know that alcohol and tobacco are harmful substances;</p> <p>*To understand that our bodies are created by God, so we should take care of them and be careful about what we consume.</p>	<p>*To recognise that our Christian/Gospel values promote the dignity and equality of all because we are all children of God.</p> <p><u>Classroom Shorts</u></p> <p>These short sessions will continue to explore the theme of rights and equality:</p> <p>*We're Not The Same...</p> <p>*...We're All Different</p> <p>*Right to Vote</p> <p>*British Values</p> <p>*Hear our Prayer</p> <p>*It's Not Your Fault</p>	<p><u>How Do I Love Others?</u></p> <p>*To know that God wants His Church to love and care for others.</p> <p>*To devise practical ways of loving and caring for others.</p> <p><u>Working Together</u></p> <p>*To know that there are many different types jobs and types of work;</p> <p>*To understand some of the factors that influence people's choice of work;</p> <p>*To explore their own interests, skills and gifts in relation to their job aspirations;</p> <p>*To know that God calls us to work together to share His love and care for each other and the world.</p> <p><u>Classroom Shorts</u></p> <p>These short sessions will continue to explore the theme of work, jobs, and using our gifts and talents:</p> <p>*We Are Called</p> <p>*Same Job Different Pay</p> <p>*My Inspiration</p> <p>*Vocation, Vocation, Vocation</p> <p>*I Don't Know</p>
Year 4	<p><u>Get Up</u></p> <p>*To know that we are created individually by God who is Love, designed in His own image and likeness</p> <p>*To understand that God made us with the desire to be loved and to love and to make a</p>	<p><u>We don't have to be the same</u></p> <p>*To recognise similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create</p>	<p><u>What am I feeling?</u></p> <p>*To know that emotions change as they grow up (including hormonal effects);</p> <p>*To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not</p>	<p><u>Life Cycles</u></p> <p>*To know that they were handmade by God with the help of their parents;</p> <p>*To know how a baby grows and develops in its mother's womb including, scientifically,</p>	<p><u>Community of Love</u></p> <p>*God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</p> <p>*The human family is to reflect the Holy Trinity in mutual charity and</p>	<p><u>How do I love others?</u></p> <p>*To know that God wants His Church to love and care for others.</p> <p>*To devise practical ways of loving and caring for others.</p> <p><u>Money Matters</u></p>

	<p>difference: each of us has a specific purpose (vocation) *To know that every human life is precious from the beginning of life (conception) to natural death *To see that personal and communal prayer and worship are necessary ways of growing in our relationship with God.</p>	<p>community; *To know that self-confidence arises from being loved by God (not status, etc.).</p> <p><u>Respecting Our Bodies</u> *To know about the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p><u>What is Puberty?</u> *To learn what the term puberty means; *To learn when they can expect puberty to take place; *To understand that puberty is part of God's plan for our bodies.</p> <p><u>Changing Bodies</u> *To learn correct naming of genitalia; *To learn what changes will happen to boys during puberty; *To learn what changes will happen to girls during puberty.</p> <p><u>Boy/Girl Discussion Groups:</u> *This is an opportunity for boys and girls to have chance to ask any further questions that have arisen in smaller groups where they may feel more comfortable.</p>	<p>good guides for action; *To know what emotional well-being means; *To understand positive actions help emotional well-being (beauty, art, etc. lift the spirit); *To know that talking to trusted people helps emotional well-being.</p> <p><u>What am I Looking at?</u> * To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p><u>I am Thankful</u> *To know that some behaviour is wrong, unacceptable, unhealthy and risky; *To understand that thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p>	<p>the uniqueness of the moment of conception; *To understand; conception and life in the womb fits into the cycle of life.</p> <p><u>A Time for Everything</u> *To understand what death means; *To learn about some feelings often associated with grief; *To know what the Christian faith says about death and eternal life; *To explore some ways to support themselves and others when they are grieving.</p> <p><u>Big Changes, Little Changes:</u> *To understand that change is a part of life and there are different kinds of change; *To learn about some feelings often associated with change; *To know that God is always with us as we change and grow; *To learn coping strategies to support themselves and others</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of change: *First Day *Be Present *Christ Within Me *Pause</p>	<p>generosity</p> <p><u>What is the Church?</u> *To understand the human family can reflect the Holy Trinity in charity and generosity. *To know that the Church family comprises of home, school and parish (which is part of the diocese).</p>	<p>*To know that all forms of money have advantages and disadvantages; *To recognise that our attitudes to money and our choices about spending, saving and giving impacts on ourselves and others; *To understand that budgeting helps us to keep a track of spending and saving; *To know that our faith guides our values and reminds us of the importance</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of money: *Good Value *Make a Difference *Real Risks *Lazarus and the Rich Man *Spend or Save</p>
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<p>Year 5</p>	<p><u>Calming the Storm</u> *To know we were created individually by God who cares for us and wants us to put our faith in Him. *To recognise that physically becoming an adult is a natural phase of life. *To know that lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p><u>God is Calling You?</u> *To know that God calls us to love others. *To know ways in which we can participate in God's call to us.</p>	<p><u>Under Pressure</u> *To know that pressure comes in different forms, and what those different forms are; *To know there are strategies that they can adopt to resist pressure.</p> <p><u>Do you want a piece of cake?</u> *To understand what consent and bodily autonomy means; *To discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p><u>Self Talk</u> *To learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; *To apply this approach to personal friendships and relationships</p>	<p><u>Sharing isn't always caring</u> *To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. *To know how to use technology safely. *To know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. *To know to report and get help if they encounter inappropriate materials or messages</p> <p><u>Cyberbullying</u> *To understand what the term cyberbullying means and examples of it; *To recognise what cyberbullying feels like for the victim; *To know how to get help if they experience cyberbullying.</p> <p><u>Classroom Shorts</u> This short session will continue to explore the theme of keeping safe online: *Content Consumers</p>	<p><u>Types of Abuse</u> *To be able to judge well what kind of physical contact is acceptable or unacceptable and how to respond. *To see that there are different people we can trust for help, especially those closest to us who care for us, including parents and teachers.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of abuse and laws around abuse: *Against the Law *Marriage Can't be Forced</p> <p><u>Impacted Lifestyles</u> *To understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. *To learn how to make good choices about substances that will have a positive impact on their health. * To know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of substance abuse: *What We Know Now *Passive</p>	<p><u>Making Good Choices</u> *Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco; * To learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies.</p> <p><u>Giving Assistance</u> *To know that the recovery position can be used when a person is unconscious but breathing; * To know that DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</p>	<p><u>The Trinity</u> *To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity; *To know that the Holy Spirit works through us to bring God's love and goodness to others.</p> <p><u>Catholic Social Teaching</u> *To know the principles of Catholic Social Teaching; *To know that God formed them out of love, to know and share His love with others.</p> <p><u>Reaching Out</u> *To learn to apply the principles of Catholic Social Teaching to current issues; *To find ways in which they can spread God's love in their community.</p> <p><u>The World of Work</u> *To learn about the process of getting a job; *To understand how stereotyping can affect work aspirations and learn to challenge such attitudes; *To consider jobs in different sectors, learning pathways and their own job aspirations.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of aspirations and work: *Always Learning *Being SMART</p>
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				Smoking, Vaping and Quitting		*Beyond School *Working in Me *Project Persevere
Year 6	<p><u>Calming the Storm</u> *To know we were created individually by God who cares for us and wants us to put our faith in Him. *To recognise that physically becoming an adult is a natural phase of life. *To know that lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p>	<p><u>Gifts and Talents</u> *To know similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; *To recognise that self-confidence arises from being loved by God (not status, etc).</p> <p><u>Girls Bodies</u> *To know that human beings are different to other animals; *To learn about the unique growth and development of humans, and the changes that girls will experience during puberty; *To learn about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; *To understand the need for modesty and appropriate boundaries.</p> <p><u>Boys Bodies</u> *To know that human beings are different in kind to other animals; *To know about the unique growth and development of humans, and the changes that boys will experience during puberty;</p>	<p><u>Body Image</u> *To recognise that images in the media do not always reflect reality and can affect how people feel about themselves *To understand that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p><u>Funny Feelings</u> *To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. *To know that some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p><u>Emotional Changes</u> *To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. *To know that some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p><u>Seeing Stuff Online</u> *To see the difference between harmful and harmless videos and images; *To know the impact that harmful videos and images can have on young</p>	<p><u>Making Babies</u> *To know how a baby grows and develops in its mother's womb. *To understand the basic scientific facts about sexual intercourse between a man and woman; *To know the physical, emotional, moral and spiritual implications of sexual intercourse; *To understand the Christian viewpoint that sexual intercourse should be saved for marriage</p> <p><u>Menstruation</u> *To know about the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; *To recognise some practical help on how to manage the onset of menstruation</p>	<p><u>Hope Beyond Death</u> *To have an understanding of what death means; *To recognise feelings connected with grief; *To understand what the Christian faith says about death and eternal life; *To have knowledge of ways that we support ourselves and others when they are grieving.</p> <p><u>Coping with Change</u> *To know that there are many emotions and feelings connected with change; *To understand that gratitude and positivity helps to build resilience; *To know some coping strategies to manage change; *To know that God is always with them.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of change, particularly the upcoming change of secondary transition, as well as peer pressure: *Naming Feelings; *Starting Secondary School *Peace Under Pressure *St Patrick's Breastplate *Dear Diary</p> <p><u>Build Others Up</u> *To understand what prejudice, bullying and discrimination means and how to</p>	<p><u>The Trinity</u> *To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. *To know that the Holy Spirit works through us to bring God's love and goodness to others.</p> <p><u>Catholic Social Teaching</u> *To know the principles of Catholic Social Teaching; *To know that God formed them out of love, to know and share His love with others.</p> <p><u>Reaching Out</u> *To learn to apply the principles of Catholic Social Teaching to current issues; *To find ways in which they can spread God's love in their community.</p> <p><u>Money and Me</u> *To recognise a wide variety of payment options; *To know the importance of budgeting and tracking, spending and saving; *To know about the hierarchy of needs and other influences on spending choices; *To recognise that some have more money than others;</p>

		<p>*To know about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; *To understand the need for modesty and appropriate boundaries.</p> <p><u>Spots and Sleep</u> *To know how to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc</p>	<p>minds; *To know ways to combat and deal with viewing harmful videos and images</p>		<p>challenge them; *To know what protected characteristics are and how they link to the Equality Act 2010; *To know that everyone is made in the image and likeness of God, loved unconditionally by Him, has equal rights and deserves equal respect.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of equality and how to respond in given situations: *Recognise *Respond *Stereotypes *Differences *Attraction</p>	<p>*To know that God asks us to be good stewards of our money and resources.</p> <p><u>Classroom Shorts</u> These short sessions will continue to explore the theme of money: *Let's Talk About Tax *You Bet! *Gaming, Gambling and more *Money Makes the World Go Around *Parable of the Talents *It's Not Fair</p>
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CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist '**School(s)**' means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.²⁶

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

²⁶ For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	Answer	Actions needed/Comment
1. Will the Speaker be supervised at all times during their visit? If not, why not?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
2. Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
3. Has the Speaker understood and confirmed that their communications in the school will: <ul style="list-style-type: none"> • be respectful towards Catholic teachings; • not be prejudicial or detrimental to the Catholic character of the school; • not engage pupils in political activity; • not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable); • be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate). 	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
4. Have you reviewed the resources/materials that will be used by the Speaker?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
5. Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
6. Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
7. Can you confirm that the political views espoused by the	yes <input type="checkbox"/>	

speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	no <input type="checkbox"/> further comment <input type="checkbox"/>	
8. Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
9. Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	
10. Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	yes <input type="checkbox"/> no <input type="checkbox"/> further comment <input type="checkbox"/>	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Signed _____
Position _____
Dated _____

Approved for booking
Senior Staff member Name _____
Position _____
Dated _____