



RELATIONSHIP and HEALTH EDUCATION (RHE) POLICY

This policy is based on the Southwark Catholic Diocesan Relationship and Sex Education Policy 2020 also in conjunction with the Catholic Education Service model policy.

SCHOOL MISSION STATEMENT

The Holy Cross Preparatory School is a Catholic school, under the trusteeship of the Holy Cross Preparatory School Kingston charitable incorporated organisation, which provides a Christian education in which the worship of God and gospel values, as well as a knowledge and respect of other faiths and a sensitivity for others are central to school life. In the spirit of Saint Francis, the School is a caring community, which strives to enable each person to realise their full potential spiritually, academically, personally and physically.

To achieve this, the school welcomes all faiths and works in partnership with parents, teachers and children to develop the God-given gifts of each person.

Our mission statement commits us to the education of the whole child, spiritually, academically, personally and physically and we believe that RHE is an integral part of this education.

Consultation process

This RHE policy was created in consultation with staff, parents and the board of trustees.

Dissemination

The policy will be available to all parents, board of trustees and all staff through the school website, along with an outline of the scheme of work for the RHE curriculum.

Defining Relationship and Sex Education

The DfE guidance 2020 states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”.

In primary schools, and at Holy Cross Prep, the focus will 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 the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Rationale

In 2021, Relationships and Health Education (RHE) becomes statutory in all primary schools in England, and Relationships and Sex Education (RSE) compulsory in all secondary schools.

As the government states in their publication Relationships Education, Relationships and Sex Education (RSE) and Health Education ‘*Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

In school, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.'

At the heart of the Christian life is the Trinity; Father, Son and Holy Spirit in communion, united in loving relationship and embracing all people and all creation. In a Catholic school, any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God's love for mankind. Emphasis is placed on the understanding and formation of respectful, loving relationships, which exist between friends and within families.

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 RHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RHE will be firmly embedded in the Personal Social Health Economic (PSHE) education framework, as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

RHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of family and marriage whilst acknowledging that all individuals have a fundamental right to have their life respected. It will also prepare pupils for life in modern Britain. (see Appendix 6)

Legal requirements

As of April 2021, it is expected that all schools in England will meet the statutory requirements for RHE as set out by the Department for Education (DfE). In addition, there are further statutory requirements relating to RHE pertinent to legislation covering different parts of United Kingdom. They can be summarised as follows:

1. 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.
2. All maintained primary and secondary schools must teach the Sex Education and Health Education elements of the National Curriculum science programme of study. *(This 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. See appendix 1 for more details of science curriculum coverage for HCP)*
3. All schools must have an up to date RHE policy which is made available to parents and others. Schools must provide a copy of the policy to anyone who asks for one and should publish the policy on the school website.
4. Parents' right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RHE is preserved within the guidance.



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Independent schools do not have to follow the National Curriculum and so are not under the same statutory obligations as maintained schools. As such, although we are not obliged to teach sex and relationship education, Holy Cross Prep have chosen to follow the policy, directives and guidance provided by the Diocese, in line with DfE requirements. Age appropriate RHE should be part of the curriculum in all schools in the Archdiocese of Southwark. See coverage expectations for the end of the primary years in Appendix 5 DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

I. Roles

Parents

The Church recognises that parents and carers are the primary educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them.

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Parents/carers are informed by letter when the more sensitive aspects of RHE in upper key stage 2 will be covered so that they can be prepared to talk and answer questions about their children's learning.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science curriculum. Should parents wish to withdraw their children they are asked to notify the school by RSVP in the letter to parents in the summer term of year 6 (see Appendix 4).

Trustees

The 1996 Education Act places responsibility for the school's policy on RHE in the hands of the board of trustees. They are required to ensure that there is an up-to-date policy that is available for parents to read, consistent with other relevant whole school policies. They have a particular responsibility to ensure that the RHE policy for the school, the RHE curriculum and all resources are informed by and in harmony with the teachings of the Catholic Church. They must ensure that RHE provision complies with Diocesan policy, directives, and guidance regarding RHE.

Headteacher

Responsibility for the implementation of the RHE policy is delegated to the headteacher, in liaison with the board of trustees, parents and the Diocesan Educational Commission. It is the task of the headteacher to integrate RSHE into the curriculum.

RE and PSHE Subject leaders

The RE and PSHE subject leaders have responsibility to oversee RHE curriculum planning, continued professional development (CPD), training and support for teachers. Along with the board of trustees and the headteacher and deputy head, they should ensure that there is a planned process for informing parents about RHE in school. Elements of RHE will be delivered in different curriculum areas, including PSHE Ed., RE, science, computing and PE.

Teachers and other adults

RHE requires a whole school approach. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as teachers delivering curriculum content in the classroom, staff are also role models around school, giving examples of conflict resolution and establishing relationships of mutual trust

and respect. All staff have the responsibility of care and safeguarding of pupils. The curriculum content should be delivered in a non-judgemental, factual way which allows scope for pupils to ask questions, whether publicly or anonymously, e.g. through question boxes. Teachers should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with this Catholic ethos and current legislation. For more sensitive topics covered in year 5 and 6 e.g., puberty and conception, parents are informed by a letter (see appendix 3 and 4).

Faith perspectives: the religious background of all pupils should be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

2. The Aim and Objectives of Relationship and Health Education

We commit ourselves: in partnership with parents to provide children with a 'positive and prudent sexual education' which is compatible with their physical, cognitive, psychological and spiritual maturity and rooted in Catholic vision of education and the human person.

Aims

- To lead the children to know God's plan for physical and emotional growth and developing maturity.
- To have a programme of sex education (National Curriculum Science programme of study) which is founded on scripture and the teachings of the Catholic Church.
- To recognise the importance of family life and marriage.
- To help the children to understand themselves, to respect themselves and others, to have positive self-images and to have good feelings and attitudes towards living and loving.
- To respect the dignity of every human being.
- To promote sound personal relationships.

Objectives

- To help the children to value the family and family life.
- To encourage the children to have a sense of their own self-worth and that of others, recognising that each of us is created in the image of God.
- To help the children to value their own gender, while respecting the opposite sex and understanding that the two sexes complement each other in their similarities and their differences.
- To help the children to understand what is right and wrong, to be aware of when to say yes or no and to be able to make correct choices.
- To enable the children to develop some understanding of themselves, their own bodies and their emotional development, as they grow and change.
- To encourage the children to be aware of their own attitudes and values and have a sense of responsibility for themselves and for others.
- To help the children to resist peer, social and media pressures where necessary.

3. Resources and external speakers

Relationship and Health Education must be in accordance with the teachings of the Catholic Church. It is responsibilities of the board of trustees working with headteacher and the RE and PSHE subject leaders, to ensure that this is achieved through careful monitoring of the teaching resources used.

Resources

In considering the resources used for RHE, the following is taken into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Catholic teaching;
- The accuracy and clarity of material presented.
- The need to ensure that the delivery of the content is accessible to all pupils, including SEND pupils.

Currently the school uses the RHE scheme 'Life to the Full' (long term plan Appendix 2). It is the recommended programme of study for Catholic schools for RHE and has been written so that year on year the children build on their knowledge and awareness. It also supports the RE, PSHE and science curriculum taught within the school.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding. 'Life to the Full' recognises the importance of parental input and children will be told to discuss their lessons at home.

External guest speakers

In addition to the 'Life to the Full' programme, external speakers e.g., NSPCC may be invited to school to complement the school's current programme and guidance is given to ensure that sessions delivered respect the teachings of the Church and are delivered sensitively.

4. Monitoring and Evaluation

The RE and PSHE/RHE subject leaders will monitor the provision of the various dimensions of the programme by reviewing plans, schemes of work and sample of pupils' work at regular intervals. The board of trustees remain ultimately responsible for the policy.

Review of Policy: This policy will be reviewed every two years by the head teacher, RE and PSHE subject leaders, the board of trustees and staff. The next review date is autumn 2023.

Appendix I: Science Curriculum coverage

Year 5- DfE programme of study:

Statutory:

- Life process of reproduction in some plants and animals.
- Living things and their habitat- different types of reproduction in plants and asexual reproduction in animals e.g. observing rearing chicks.
- Animals including humans- describe the changes as humans develop to old age.

Non-statutory:

- Animals including humans- pupils should draw a timeline to indicate stages in growth and development of humans.
- They should learn about the changes experienced in puberty. e.g. researching the gestation periods of other animals and comparing them to humans; by finding out and record the length and mass of a baby as it grows.

Year 6- DfE programme of study

Statutory:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Evolution and inheritance- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non-statutory:

- Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Appendix 2: RHE ‘Life to the Full’ programme of study

Long Term Plan

	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Reception	Story sessions: Handmade with Love	Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy?	Session 1 I Like, You Like, We All Like! Session 2 Good Feelings, Bad Feelings Session 3 Let's Get Real	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who? Session 2 You've Got a Friend in Me Session 3 Forever Friends	Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4: People Who Help Us	Session 1 God is Love Session 2 Loving God, Loving Others	Session 1 Me, You, Us
	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Year 1	Story Sessions: Let the Children Come	Session 1: I am Unique Session 2: Girls and Boys Session 3 & 4 (two sessions):	Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People Session 2: Treat Others Well... Session 3:	Session 1: Being Safe Session 3: Physical Contact NSPCC PANTS	Session 1: Three in One Session 2: Who Is My Neighbour?	Session 1: The Communities We Live In

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		Clean & Healthy	Session 3: Super Susie Gets Angry			...and Say Sorry	Session 5: Can You Help Me? Appendix 1 and 2a		
	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Year 2	Story Sessions: Let the Children Come	Session 1: I am Unique Session 2: Girls and Boys Session 3 & 4 (two sessions): Clean & Healthy	Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry	Session 1: Being Safe Session 2: Good Secrets & Bad Secrets (not all scenarios) Session 3: Physical Contact NSPCC PANTS Session 4: Harmful Substances Session 5: Can You Help Me?	Session 1: Three in One Session 2: Who Is My Neighbour?	Session 1: The Communities We Live In
	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Year 3	Session 1: Get Up!	Session 1: We Don't Have To	Session 1: What Am I Feeling?		Story Sessions:	Session 1: Friends, Family and	Session 1: Sharing Online	Session 1: A Community of	Session 1: How Do I Love Others?

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	Session 2: The Sacraments	Be The Same Session 2: Respecting Our Bodies	Session 2: What Am I Looking At? Session 3: I Am Thankful!		Jesus, My Friend	Others Session 2: When Things Feel Bad	Session 2: Chatting Online No video- use extended activity Session 3 (Yr2+): Physical Contact NSPCC PANTS Session 4 (Yr2+): Harmful Substances Session 5: First Aid Heroes	Love Session 2: What is the Church?	
	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Year 4	Session 1: Get Up! Session 2: The Sacraments	Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3 (Yr4+) What is Puberty? Yr5 Session 4 Changing Bodies- Yr5	Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful!	Session 1 (Yr4+): Summer Term Life Cycles Not video or conception	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others Session 2: When Things Feel Bad	Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body No video Session 4: Drugs, Alcohol and Tobacco Adapt content; not recreational drugs	Session 1: A Community of Love Session 2: What is the Church?	Session 1: How Do I Love Others?

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		Session 5 (Yr4+) Discussion					Session 5: First Aid Heroes		
	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Year 5	Story Sessions: Calming the Storm	Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3 (Yr4+) What is Puberty?-Yr5 Session 4: Spots and Sleep	Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online	Session 3: Menstruation	Session 1: Is God Calling You?	Session 1: Under Pressure Session 3: Self-Talk	Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 6: Giving Assistance	Session 1: The Trinity Session 2: Catholic Social Teaching	
	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Year 6		Session 1: Gifts and Talents	Session 4: Seeing Stuff Online	Session 3: Menstruation-delving deeper	Session 1: Is God Calling You?	Session 1: Under Pressure Session 2:	Session 3: Types of Abuse Session 4:	Session 1: The Trinity Session 2:	Session 1: Reaching Out



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		Session 3 Boys' bodies		Summer term Session 1: Making Babies		Do You Want a Piece of Cake?	Impacted Lifestyles Session 5: Making Good Choices	Catholic Social Teaching	
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Appendix 3: Example letter to year 5 parents

Dear Parents,

Re: Body Awareness

Relationship and Health Education (RHE) at Holy Cross is part of the whole school curriculum, taught through PSHE Education, RE and science. As educators we have a responsibility to ensure that everything is not reduced to the giving of biological facts. The 'Life to the Full' programme provides a scheme of work from reception to year 6 and connects every aspect of growth: physical; emotional; intellectual; social and spiritual with the theme of love. Age-appropriate information given to pupils is based on sound Christian (Catholic) values and moral principles.

Pupils are informed, guided and supported throughout their school life to enable them to:

- understand the nature of relationships
- reflect upon the way in which these are conducted
- acquire the necessary skills to develop and handle both their present relationships and those which are likely to occur in the future
- receive their health education in the wider context of relationships
- be prepared for opportunities, responsibilities and experiences of their future lives

Over the next few weeks, the girls will be studying the human life cycle in Science and RHE. This will include the development of the baby from the embryo to birth. They will be introduced to the female reproductive organs, their functions and to the changes in the female body during adolescence. Conception will not be taught.

The girls will be taught:

- Physical and emotional changes that occur during puberty in boys and girls
- Learn the correct naming of genitalia
- Menstruation - simple explanation of periods enabling girls to identify their own personal hygiene needs during puberty as well as looking at a range of sanitary products

After the sessions, a question box will be available in the classroom for your daughter to ask any questions that she would like answered but does not feel comfortable to ask during the session. The questions are anonymous and will be discussed with the whole class, led by class teachers. In order for the girls to feel comfortable asking questions about the female body, Miss Rahman will be leading this session for Y5 and Mrs Hewitt will be leading this session for Y5P.

You may wish to use this as an opportunity to discuss girls' puberty and health education with your daughter.

If you have any questions, please do not hesitate to contact us.

Yours sincerely,

Appendix 4: Example letter to year 6 parents

Dear Parents,

Relationship and Health Education (RHE) at Holy Cross is part of the whole school curriculum, taught through PSHE Education, RE and Science. As educators we have a responsibility to ensure that everything is not reduced to the giving of biological facts. The 'Life to the full' programme provides a scheme of work from Reception to Year 6 and connects every aspect of growth: physical; emotional; intellectual; social and spiritual with the theme of love. Age appropriate information given to pupils is based on sound Christian (Catholic) values and moral principles.

Pupils are informed, guided and supported throughout their school life to enable them to: understand the nature of relationships reflect upon the way in which these are conducted acquire the necessary skills to develop and handle both their present relationships and those which are likely to occur in the future receive their sex education in the wider context of relationships be prepared for opportunities, responsibilities and experiences of their future lives

This term, we shall be covering the following topics to supplement the delivery of the objectives set out in our scheme of work:

- Good relationships with family and friends,
- An understanding of physical changes in girls' and boys' bodies using a video where a pupil discusses puberty with their teacher. Topics discussed range from armpit hair to nocturnal emissions.
- Female and male reproductive systems (diagrams only)
- Conception discussed (no illustration or animation)
- Development of a baby and birth (photos of the stages of a baby's growth in the womb and an illustration of the delivery)

The sessions will be taught by your daughter's class teacher. After these, a box will be available in the classroom for your daughter to ask any questions anonymously that she would like answered but does not feel comfortable to ask during the lesson.

The lessons will take place the week beginning the 9th May. We do hope you will use this as an opportunity to discuss relationships and health education with your daughter. If you wish to withdraw your daughter from the session on conception, please [click](#) here to RSVP. Any girls not participating will be given alternative activities.

Yours sincerely,

Appendix 5

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. *Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Coverage by the end of primary school:

Families and people who care for me

Pupils should know

- 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.

Caring friendships

Pupils should know

- 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.

Respectful relationships

Pupils should know

- 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.

Online relationships

Pupils should know

- 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.

Being safe

Pupils should know

- 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.

Appendix 6 Extract from Life to the Full ‘Enabling Catholic Primary Schools’

What about LGBT?

In the statutory guidance, there is a section particularly focused on the teaching of LGBT matters. It says: In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. (36) Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

(37) This guidance covers both primary and secondary schools. There is no specific direction about when LGBT content should be taught and the guidance does not say that it should be introduced to primary school children. This decision is ultimately at the discretion of the school governors.

FAQ: Does the programme contain LGBT content?

Many parents are keen to know if the programme contains LGBT content and what that is.

Here’s a brief summary of our approach:

- Life to the Full is inclusive of all children, families and teaching staff;
- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes;
- Individual schools can build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed;
- In Upper Key Stage Two, the presenters on film say that some children have “two mums and two dads” as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme;
- The programme does not explicitly refer to transgenderism;
- The programme emphasises very strongly the dignity of every person as being created and loved by God – it examines difference and bullying, but does not explicitly highlight LGBT people within this context, which is a decision for the local school to make;
- The only reference to sexual intimacy is in the optional* upper key stage 2 (year 6 only) session ‘Making Babies: Part 2’. In this session, sexual intimacy is discussed within the context of a heterosexual, Christian marriage.

This teaching is in line with the statutory guidance from the Department for Education.

*HCP teachers propose to adapt the content of ‘Making Babies: Part 2’.