



## St. Joseph's Catholic Primary School

# Relationships, Sex and Health Education Policy Additional Content Appendices

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## Relationship, Sex and Health Education Policy - Additional content

### Appendix 1

#### Protective Behaviours

As part of the RSHE curriculum we also teach about Protective Behaviours. Protective Behaviours is a safety awareness and resilience building programme which the school adopted into the curriculum in 2017. We believe that this programme is an essential part of our school curriculum; it helps the children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened, and explores practical ways to keep safe. Protective Behaviours looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

- We all have the right to feel safe all of the time.
- We can talk with someone about anything, even if it feels awful or small.

#### Sex Education

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils. Teachers will use 'A Journey in Love' by Sr Jude Groden to guide their lesson planning.

#### **Key Stage 1 (5-7)**

##### **Statutory**

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;

Notice that animals, including humans, have offspring which grow into adults;

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air);

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### **Notes and Guidance (non-statutory)**

The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

#### **Key Stage 2 (7 – 11)**

##### **Statutory**

Describe the changes as humans develop to old age.

##### **Notes and Guidance (non-statutory)**

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Statutory**

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Notes and Guidance (non-statutory)**

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.



**Appendix 2**

**RSHE Progression of skills and outcomes**

Half term focus	KS1			KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Online safety</b>	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
<b>Autumn 1: All about me</b>	<p>To be able to makes others feel welcome.</p> <p>To be able to explore how our school is safe.</p> <p>To be able to know our right to learn.</p>	<p>To be able to explain why my class is a happy place.</p> <p>To be able to describe the ingredients of good learning.</p> <p>To be able to give examples of how I can make the class a happy place.</p>	<p>To be able to explain how my behaviour affects others.</p> <p>To be able to compare choices.</p> <p>To be able to discuss the outcome of different choices.</p>	<p>To be able to face new challenges positively.</p> <p>To understand that my actions affect myself and others.</p> <p>To be able to make responsible choices and take action</p>	<p>To know that my attitudes and actions make a difference to the class team.</p> <p>To understand who is in my school community, the roles they play and how I fit in.</p> <p>To understand how democracy and having a voice benefits the school community</p>	<p>To be able to face new challenges positively and know how to set personal goals.</p> <p>To understand my rights and responsibilities as a British citizen.</p> <p>To make choices about my own behaviour because I understand about rewards and consequences</p>	<p>To know that there are universal rights for all children but for many children these rights are not met.</p> <p>To understand that my actions affect other people locally and globally</p> <p>To understand how an individual's behaviour can impact on a group</p>
<b>Protective Behaviours Lesson 1 – Feeling safe</b>	To be able to talk about when I am safe and happy.	To be able to describe how being safe feels to me.	To be able to understand that all children have rights and I know that I have the right to feel safe.	To know that a feeling is just a feeling, it's not good or bad, but I have choices about my behaviour	To know about the UN Convention on the Rights of the Child and how these help children to be safe	To be able to understand that words can hurt other people's feelings	To be able to understand that people don't show their feelings for a range of different reasons



<p><b>Autumn 2: Differences</b></p>	<p>To be able to accept that we are all different.</p> <p>To be able to consider how we can include others.</p> <p>To be able to explore how can help others.</p>	<p>To be able to discuss the ways in which we are similar and different.</p> <p>To be able to discuss why we are all special.</p> <p>To be able to explain what bullying is and how it might feel.</p>	<p>To be able to explain what bullying is and how it might feel.</p> <p>To be able to explain how it feels to have a friend.</p> <p>To be able to explain why it is ok to be different from my friends.</p>	<p>To understand that everybody's family is different and important to them.</p> <p>To know that witnesses can make the situation better or worse by what they do.</p> <p>To recognise that some words are used in hurtful ways.</p>	<p>To understand that, sometimes, we make assumptions based on what people look like.</p> <p>To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>To be able to identify what is special about me and value the ways in which I am unique</p>	<p>To understand that cultural differences sometimes cause conflict.</p> <p>To understand what racism is.</p> <p>To be able to explain the difference between direct and indirect types of bullying</p>	<p>To understand how having a disability could affect someone's life.</p> <p>To understand there are different perceptions about what normal means.</p> <p>To be able to explain ways in which difference can be a source of conflict and a cause for celebration</p>
<p><b>Online safety</b></p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>	<p>Online safety</p>



<p><b>Spring 1: My future</b></p>	<p>To be able to keep trying when something is tricky.</p> <p>To be able to work well with others in a group.</p> <p>To be able to help others achieve their goals.</p>	<p>To be able to describe a time I was successful and how it was celebrated.</p> <p>To be able to describe how I feel when I achieve something.</p> <p>To be able to discuss how others must feel when they achieve something.</p>	<p>To be able to explain how we all bring something different to a team.</p> <p>To be able to explain how it felt to be part of a team.</p> <p>To be able to identify different feelings when working in a team.</p>	<p>To be able to identify a dream/ambition that is important to me.</p> <p>To be able to face new learning challenges and work out the best ways for me to achieve them.</p> <p>To be able to recognise obstacles which might hinder my achievement and take steps to overcome them.</p>	<p>To understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>To know how to make a new plan and set new goals even if I have been disappointed</p> <p>To identify the contributions made by myself and others to the group's achievement</p>	<p>To understand that I will need money to help me achieve some of my dreams.</p> <p>To find out about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>To understand that communicating with someone in a different culture means we can learn from each other</p>	<p>To be able to identify problems in the world that concern me and talk to other people about them.</p> <p>To be able to work with other people to help make the world a better place.</p> <p>To know my learning strengths and can set challenging but realistic goals for myself</p>
<p><b>Protective Behaviours Lesson 2 – Feeling unsafe</b></p>	<p>To be able to know what it feels like to be safe.</p>	<p>To be able to know what early warning signs are.</p>	<p>To be able to understand what Fun to Feel Scared means and why it is different to when I am unsafe.</p>	<p>To be able to identify when I get my EWS but it is a Fun to Feel Scared or Risking on Purpose situation</p>	<p>To be able to understand the difference between a risk on purpose and when something is unsafe</p>	<p>To know the difference between a Fun to Feel Scared and a Risking on Purpose activity</p>	<p>I understand the difference between safe and unsafe risks and how to handle them</p>
<p><b>Spring 2: Being healthy</b></p>	<p>To be able to make healthy choices.</p> <p>To be able to</p>	<p>To be able to describe the ways I can keep my body healthy.</p>	<p>To be able to explore how medicines and foods can be good for my</p>	<p>To understand how exercise affects my body and know why my heart and lungs are such</p>	<p>To be able to recognise how different friendship groups are</p>	<p>To know the health risks of smoking and can tell you how tobacco affects</p>	<p>To know about different types of drugs and their uses and their effects on the</p>



	<p>know how to be a good friend and have healthy relationships.</p> <p>To be to discuss ways to stay calm in tricky situations.</p>	<p>To be able to discuss how being healthy can you make you feel happy.</p>	<p>body.</p> <p>To be able to compare my own and others healthy choices.</p> <p>To be able to express how it feels to make healthy choices.</p>	<p>important organs.</p> <p>To be able to explain my knowledge and attitude towards drugs</p> <p>To know how complex my body is and how important it is to take care of it</p>	<p>formed, how I fit into them and the friends I value the most.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>To be able to recognise when people are putting me under pressure and can explain ways to resist this.</p>	<p>the lungs, liver and heart.</p> <p>To know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart.</p> <p>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>body particularly the liver and heart.</p> <p>To be able to evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p>
<p><b>Protective Behaviours Lesson 3 – Body Awareness</b></p>	<p>To be able to know which touches I like and dislike.</p> <p>To be able to tell someone if I get touched in a way that I don't like.</p>	<p>To be able to know my body belongs to me and there are parts of my body that are private and should not be touched without my permission</p>	<p>To be able to know the proper names for the parts of my body that are private (the ones covered by my underwear) and I can use the Underwear Rule to help me stay safe.</p>	<p>To understand the difference between safe and unsafe touches</p>	<p>To understand the difference between safe and unsafe secrets and when to tell</p>	<p>To know that no-one has the right to hurt children, not even someone they know</p>	<p>To know I need to ask and receive permission for some types of touch</p>



Online safety	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
<p><b>Summer 1: Relationships</b></p>	<p>To be able to know and show what makes a good friendship.</p> <p>To be able to know strategies to help themselves and others when they feel sad.</p> <p>To be able to help others feel part of a group.</p>	<p>To be able to explain why I have special relationships with some people.</p> <p>To be able to explain how these relationships make me feel safe.</p> <p>To be able to give examples of behaviours I like and dislike.</p>	<p>To be able to explain how some relationships make me feel safe and special.</p> <p>To be able to describe the qualities I like in friendships.</p> <p>To be able to solve problems in friendships.</p>	<p>To be able to identify and put into practice some of the skills of friendship.</p> <p>To know and use some strategies for keeping myself safe.</p> <p>To know how to express my appreciation to my friends and family</p>	<p>To be able to identify the web of relationships that I am part of.</p> <p>To be able to explain different points of view on an animal rights issue.</p> <p>To be able to show love and appreciation to the people and animals who are special to me</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>To be able to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>To be able to explain how to stay safe when using technology to communicate with my friends</p>	<p>To know some of the feelings we can have when someone dies or leaves.</p> <p>To be able to recognise when people are trying to gain power or control.</p> <p>To be able to understand how technology can be used to try to gain power or control and am able to use strategies to prevent this from happening</p>
<p><b>Summer 2: Changes</b></p>	<p>To be able to understand that we are all unique and special.</p> <p>To be able to understand the changes that have happened</p>	<p>To be able use scientific language to describe my body.</p> <p>To be able to explain the changes to my</p>	<p>To be able to scientific language to describe my body and explain why they are private.</p>	<p>To be able to express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>To begin to think</p>	<p>To begin to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>To be able to</p>	<p>To be able to describe how boys' and girls' bodies change during puberty</p> <p>To be aware of my own self-image and how</p>	<p>To understand that some of my personal characteristics have come from my birth parents.</p> <p>To be able correctly label the</p>





	<p>to me.</p> <p>To be able to look forward to change.</p>	<p>body since I was a baby.</p> <p>To be able to discuss why areas of my body are private.</p>	<p>To be able to explain what I like about being me.</p> <p>To be able to discuss how people feel differently to me.</p>	<p>about changes I will make when I am in Year 4 and know how to go about this</p>	<p>explain about the natural process of growing from young to old and understand that this is not in my control.</p>	<p>my body image fits into that.</p> <p>To be able to identify what I am looking forward to when I am in Year 6</p>	<p>internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>To be able to know how the circle of change works and can apply it to changes I want to make in my life.</p>
<p><b>Protective Behaviours Lesson 4 – Networks and telling</b></p>	<p>To be able to know that I can talk to a trusted adult.</p>	<p>To be able to know that if I have a worry it is important to talk to someone about it who is on my Helping Hand</p>	<p>To be able to recognise safe and unsafe secrets and who I feel safe to tell.</p>	<p>To know what characteristics someone who can help me has</p>	<p>To understand that telling someone on my Helping Hand about my worries can help me to deal with them and feel safer</p>	<p>To be able to say what the characteristics of a good friendship are</p>	<p>To be able to recognise safe and unsafe people and places in the community</p>



### **Appendix 3**

#### **By the end of primary school pupils should know:**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• 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</li><li>• 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</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• 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</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

**Appendix 4: Parent form: withdrawal from sex education within RSHE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	