

Appendix A: Grangewood Ind. School RSE Policy

Relationship and Sex Education Policy

See also Grangewood RE, Safeguarding, PSHE, SMSC, Welfare and Safety of Pupils, Equal Opportunities Policies and KS2 Science P.O.S

This policy covers:

Relationship Education for 5 – 11-year-olds

This policy has been written with regard to the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance](#) and the statutory requirement to teach Relationship Education from September 2020.

Introduction

In this policy the Governors and staff of Grangewood Independent set out our intentions with regard to relationship and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school. It is characterised by a whole person, whole school, and developmental approach thus setting it firmly within our distinctively Christian vision of education.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

This policy aims to provide all our young people with a curriculum that ensures they are prepared for adult life in modern Britain. Relationships and Sex Education (RSE), and Personal Social Health and Economic Education (PSHE) can help to provide children with the key knowledge to:

- Develop the skills and knowledge to make good decisions.
- Ensure that they can keep themselves safe.
- Develop healthy and positive relationships.
- Maintain good mental health.
- Build 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.
- Successfully navigate the changing world in which they are growing up.
- Understand the centrality and importance of virtue in guiding human living and loving.

We understand that all primary schools (maintained, academies or **independent**) are required to provide Relationships Education (Rel. Ed); this policy reflects that guidance.

Documents that inform the school's Relationships and Sex Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)

Written: May 2011 (references used from CEE template)

Last Review: **Mar 2024**

- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)

Our focus is on building healthy relationships and staying safe.

We aim to develop an integrated approach that is sensitive to the needs of our pupils and the school community, and in accordance with our faith. Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Through which, along with our PSHE curriculum, we 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, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Christian vision of education and the human person.

We honour and affirm the role of Parents including their right to withdraw their child from sex education, should we choose to include it in our curriculum.

As a Christian Independent school, we believe that any teaching on relationships, love and sex should be delivered in accordance with our faith and within the context of Scripture, and at the appropriate age.

As a Christian Independent school, we believe that any teaching on these subjects must be within the whole context of our faith in God who reveals himself in Jesus Christ. In relationships and sex education, we place the emphasis on the understanding and formation of respectful, loving relationships which exist between friends and within families.

One such relationship is marriage. Marriage is a sacred vow between two people. It is a shared commitment of loyalty and closeness, into which the gift of life may be brought.

Matthew 19: 4-6 'And he (Jesus) answered and said unto them, "Have you not read that He who made them at the beginning 'made them male and female,' and said, 'For this reason a man shall leave father and mother, and be joined to his wife, and the two shall become one flesh'? So then, they are no longer two but one flesh. Therefore, what God has joined together, let not man separate."

Relationships and Sex Education

Our RSE programme enshrines Christian 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. The following virtues will be explicitly explored and

promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

As a Christian Independent school, we believe that parents have the right to have a say in what sex education their children should be taught. In this regard, the school confirms that it will teach sex education in a way that considers the views of the parents. Parents will also have the right to withdraw their child from sex education, but not from learning about relationships.

We believe that children and young people in primary school have not yet attained full maturity and are not always able to assimilate this information; therefore, staff will keep this in mind when delivering sex education and ensure that the information comes at an appropriate time and in a manner matched to their age, needs, physical and psychological maturity. Awareness of where each child is in their development and their individual differences will be key factors in choosing when to deliver this education.

We will provide our pupils with clear, helpful, and accurate relationships education which is compatible with the ethos and values of the school.

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

There will be sensitivity and respect shown for all people whether married, non-married or in same-sex relationships. Our pupils will learn that there are different types of relationships, in a way that is sensitive to their needs, and in accordance with our faith.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Aims and Objectives:

- To provide our pupils with a knowledge and understanding of biblical teaching on relationships and sexual love, depending on their age and maturity levels.
- To provide our pupils with a positive understanding of what constitutes good, loving relationships.
- To clarify and reinforce existing knowledge.
- To provide our pupils with a knowledge and understanding of the biological facts about human reproduction, depending on their age.

- To provide our pupils with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

Teaching following the Legal Re-definition of Marriage

Marriage (Same Sex Couples) Act 2013:

Pupils will be made aware that the Marriage (Same Sex Couples) Act 2013 extends civil marriage to same sex couples in England and Wales, although the law prevents ministers of the Church of England carrying out SSM. Nothing in the act affects the rights of Christian independent schools to teach on marriage or on same sex relationships in accord with Biblical principles, provided it is done in an appropriate and sensitive way.

Recent guidance from the Equality and Human Rights Commission (EHRC) provides helpful clarification that the traditional, Biblical nature of marriage can continue to be taught in schools.

"Teachers, other school staff, governors, parents and pupils are all free to hold whatever personal views they choose on marriage of same sex couples, including a view that marriage should only be between a man and a woman. The Government recognises that the belief that marriage can only be between a man and a woman is a belief worthy of respect in a democratic society."

"Schools with a religious character can continue to deliver sex and relationship education in accordance with their particular religious doctrines or ethos. They must do so in a sensitive, reasonable, respectful and balanced way."

Curriculum Planning

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

We have been researching various programmes that are available and have decided to adopt **Life to the Full - Plus** by Ten Ten Resources. Ten Ten Resources is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work. Ten Ten Resources have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the RHE statutory curriculum. Therefore, we are confident that this programme is a very good fit for our school.

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Class teachers may use a question box (if appropriate for the age and ability of the pupils in the class), which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships and Sex Education lessons, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Other teaching strategies will include:

- ✓ establishing ground rules
- ✓ distancing techniques
- ✓ discussion
- ✓ project learning
- ✓ reflection
- ✓ experiential
- ✓ active
- ✓ brainstorming
- ✓ film & video
- ✓ group work
- ✓ role-play
- ✓ trigger drawings
- ✓ values clarification

The School Leadership, Governors and Trustees will:

- Ensure that all aspects of the programme are covered in sufficient depth.
- Ensure that the physical and emotional changes experienced during puberty are taught in year 5 or the beginning of year 6.
- Ensure that, at the appropriate age, staff emphasise resisting peer-pressure in relation to drugs, alcohol, and sexual consent.
- Ensure that staff teach about respect for others, different types of bullying and how to prevent and tackle them.

The RSE curriculum being adopted, 'Life to the Full Plus', covers EYFS, KS1 and KS2 and is based on three core themes within which there is broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

- ✓ Created and loved by God (this explores the individual) The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- ✓ Created to love others (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- ✓ Created to live in community – local, national & global (this explores the individual's relationships with the wider world). Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society. Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

The programme we offer in Relationships and Sex Education, aims to put the God given dignity of the human person at the core of the teaching. It supports and embraces the statutory guidance whilst providing a Christian vision of the human person, in all of his or her complexity, diversity and richness, rooted in the teaching of the Bible.

'Life to the Full Plus' offers us an RSE curriculum which is developmental, responsive and inclusive, tailored to meet the needs of the pupils in our school and the objectives set out in the DfE guidance for the statutory Relationships Education primary curriculum.

Within our RSE curriculum the following will be taught at the appropriate levels (*see Appendix 1 'Life to the Full Plus – Overview', for more detail*).

Early Years Foundation Stage (EYFS):

Children learn about who they are and about young animals (growing up).

They develop skills to form friendships and think about relationships with others.

They begin to think about the question, 'What is the Internet?'

They learn how to be safe inside and out.

They consider people who help us.

They develop an understanding of money.

Key Stage One (KS1)

Children learn about the concept of male and female.

They learn about life cycles of some animals.

Understand the idea of growing from young to old and learn that all living things reproduce.

They learn about feelings – likes and dislikes.

Learn about the importance of personal hygiene to maintain good health.

They Reflect on family relationships, different family groups and friendship.

They begin to reflect on 'real life' and what is online; and consider rules to help us stay safe online.

Learn about personal safety – good and bad secrets, harmful substances.

Learn about the communities we live in - traditions associated with birth, marriage and death and talk about the emotions involved.

Begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

Key Stage Two (KS2)

Build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in year 6.

Learn about the physical, emotional, and social changes at puberty, which include personal hygiene.

Understand the need to respect our bodies – we don't have to be the same.

Consider what we can do when things feel bad.

Develop further strategies for staying safe online and think about the implications of sharing or chatting online.

Consider the dangers of drugs, alcohol and tobacco.

Learn about first aid.

What is the difference between rights and responsibilities?

Develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.

Develop skills needed to form relationships and to respect other people's emotions and feelings.

Consider how to make simple choices and exercise some basic techniques for resisting pressures.

Focus on the development of skills and attitudes not just the acquisition of knowledge.

Consider money matters.

Our RSE programme also provides specific guidance for the teaching of the subject for children with Special Educational Needs. It also

incorporates increasing disability representation in image content, video content, sessions and appendices.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships and Sex Education curriculum through a variety of teaching methods and interactive activities, including: group learning, inquiry-based learning, brainstorming, peer-talk, multimedia presentations, invited external visitors (such as school nurse).

Relationships cannot be taught in isolation, therefore this aspect of our Relationships and Sex Education programme is woven throughout our curriculum.

Our Relationships and Sex Education syllabus will not encourage early sexual experimentation.

Protected Characteristics

Within the design, structure and presentation of our adopted programme (Life to the Full Plus), there is regard of the protected characteristics, in order to produce a programme that is inclusive. The focus has been to inform, present and explain legal rights, underline the fundamental dignity and worth of the person, and outline the erroneous nature of all unjust discrimination. At the same time, in age-appropriate ways, the programme articulates and commends the teaching of Christianity, with special regard to relationships, sex and marriage (*see Appendix 2 'Ten Ten's Guidance on Protected Characteristics'*).

Responsibilities

The school PSHE Coordinator is the designated teacher with responsibility for coordinating Relationships and Sex Education.

It is the responsibility of the Governing Body, working with the PSHE Coordinator, Head Teacher and Senior Leadership Team (SLT), to ensure that the Relationships and Sex Education curriculum remains in accordance with the teachings of the Bible and the wishes of the parents. This will be achieved through careful monitoring of the teaching resources used.

Therefore, in considering the resources which will be used to teach this subject, governors should consider:

The need to support parents and carers by providing education which is faithful to the teachings of the Bible and appropriate for the ages and stages of development of the pupils.

The extent to which specific materials can be used to illustrate the beauty of the human being created by God.

The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Biblical teaching.

The accuracy and clarity of material presented.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of this policy.

Relationships and Sex Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Relationships and Sex Education is delivered through discreet lessons with aspects incorporated from Twinkl Relationships Education planning (primary units).

Relationships and Sex Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors (e.g. a school nurse).

A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These include use of DVDs, discussion, looking at case studies, drama and visitors (e.g. a school nurse).

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals. Other people that we might call on include local clergy, social workers and youth workers.

Specific Issues

Parental Consultation

Full details of the Relationships and Sex Education policy and syllabus provided by the school is available on request.

Two important features of our chosen RSE programme 'Life to the Full Plus', are:

- the Parent Consultation Tool, which enables parents to understand the age-appropriate resources available in 'Life to the Full Plus'.
- the Online Parent Portal, which contains -
 - ✓ An overview of the programme, Life to the Full
 - ✓ Guidance for parents on the content of lessons.
 - ✓ Activities that can be undertaken at home to support the delivery of the programme.

Parents do however have the right to withdraw their children from those aspects of Relationships and Sex Education pertaining to sex education, should the school choose to include it. In this case, alternative work would be set.

Parents' Right to Withdrawal

Parents may withdraw their children from any lessons focused on sex education, if they wish to do so, other than any delivered as part of the science curriculum.

Parents will be given two weeks' notice of any lessons regarding specific sex education. They will have the right to withdraw their children from these lessons providing they make this request in writing three school days before the activity. This is needed to allow time to make other appropriate, purposeful education available during the period of withdrawal for their child.

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

Child Protection / Confidentiality

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Designated Safeguarding Lead (DSL), Mrs. B. Roberts (or deputy in the absence of the DSL, Mrs. M. Bah) in line with the school's procedures for child protection.

A member of staff should not promise confidentiality if concerns exist.

All school staff members and Visitors and external agencies which support the delivery of Relationships and Sex Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards:

- ✓ When talking with pupils, it is important for you to be aware of maintaining your professional boundaries.
- ✓ You must be clear to pupils that you cannot offer unconditional confidentiality when a pupil first begins to talk about something where confidentiality may become an issue.
- ✓ Pupils should be warned that if there is a child protection issue where the pupil, or others, is likely to be at risk of significant harm, you are under a duty to inform the school's Designated Safeguarding Lead (DSL) who may have to involve other agencies. It is important that each member of staff deals with this sensitively and explains to the pupil that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to help.

- ✓ In all cases where you feel that you have to break confidentiality with the pupil, you must inform the pupil, (unless there is a good reason not to inform them, e.g., risk of harm) and reassure them that their best interests will be maintained.
- ✓ In talking with pupils, you need to encourage them to talk to their parents / carers about the issue that may be troubling them, unless doing so places them at risk, and support in doing this should be offered where appropriate.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Lessons may use an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs (for example, through an appropriate health professional).

Children with Special Needs

- Teaching and resources will be differentiated as appropriate to address the needs of pupils with SEND in order for them to have full access to the content of Relationships Education.

Assessment

Self-assessment is an important part of learning in Relationships and Sex Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil-voice and will take into account the opinions and comments of our children about what they would like to learn.

Throughout the RSE curriculum, a range of documents to help track and assess pupils' progress are incorporated within the Life to the Full programme we deliver.

Staff delivering the Relationships and Sex Education curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships and Sex Education, as part of their learning in PSHE, will be reported to parents and carers through termly parent-teacher consultations.

Links with Other Policies

This policy is linked with the following policies, which can be provided on paper or via email by contacting the school office:

- PSHE & Citizenship
- SMSC
- Equal Opportunities
- Safeguarding, including Child Protection

- Confidentiality
- Behaviour Management
- Anti-Bullying

Monitoring and Review

The PSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals.

The programme will be evaluated annually by means of assessment activities given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

The governing body will consider all such evaluations and suggestions before amending the policy.

Governors remain ultimately responsible for the policy.

This policy will be reviewed annually or earlier if necessary.

Signed: J. Agyeman

Date: 23/04/2024

Appendix 1

Life to the Full Plus – Overview

EYFS

| Stage | Module 1 Created and Loved by God | | | | Module 2 Created to Love Others | | | | Module 3 Created to Live in Community | |
|-------|-------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------|
| Topic | 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 Life Online | Unit 4 Keeping Safe | Unit 1 Religious Understanding | Unit 2 Living in the Wider World |
| EYFS | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity |
| | Story Sessions Handmade With Love | Session 1 I Am Me | Session 1 I Like, You Like, We All Like! | Session 1 Growing Up | Session 1 Role Model | Session 1 Who's Who? | Session 1 What is the Internet? | Session 1 Safe Inside and Out | Session 1 God is Love | Session 1 Me, You, Us |
| | | Session 2 Heads, Shoulders, Knees and Toes | Session 2 All the Feelings! | Session 2 New People, New Places Classroom Shorts | | Session 2 You've Got A Friend In Me | Session 2 Playing Online | Session 2 My Body, My Rules | Session 2 Loving God, Loving Others | Session 2 When I Grow Up... Classroom Shorts |

Written: May 2011 (references used from CEE template)

Last Review: Mar 2024

Relationship and Sex Education Policy

[Session 3](#)
[Ready](#)
[Teddy?](#)

[Session 3](#)
[Let's Get](#)
[Real](#)

[Session 3](#)
[Forever](#)
[Friends](#)

[Session 3](#)
[Feeling](#)
[Poorly](#)

[Session 3](#)
['Money](#)
[Doesn't](#)
[Grow On](#)
[Trees'](#)

[Classroom](#)
[Shorts](#)

[Session 4](#)
[People](#)
[Who Help](#)
[Us](#)

KS1

| Stage | Module 1 Created and Loved by God | | | | Module 2 Created to Love Others | | | | Module 3 Created to Live in Community | |
|-------|--------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|------------------------------------------|-------------------------------------------|
| Topic | 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 Life Online | Unit 4 Keeping Safe | Unit 1 Religious Understanding | Unit 2 Living in the Wider World |
| KS1 | Unit Prayer & | Unit Prayer & | Unit Prayer & | Unit Prayer & | Unit Prayer & | Unit Prayer & | Unit Prayer & | Unit Prayer & | Unit Prayer & | Unit Prayer & |
| | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment | Assessment |
| | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity |
| | Story | Session 1 | Session 1 | Session 1 | Session 1 | Session 1 | Session 1 | Session 1 | Session 1 | Session 1 |
| | Sessions | I am Unique | Feelings, | The Cycle | God Loves | Special | Real Life | Good and | Three In One | The |
| | Let the | | Likes and | of Life | You | People | Online | Bad | | Communities |

Written: May 2011 (references used from CEE template)

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Relationship and Sex Education Policy

| <u>Children Come</u> | <u>Dislikes</u> | | | <u>Secrets</u> | | | <u>We Live In</u> | |
|----------------------|--------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------|------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------|
| | <u>Session 2</u> <u>Girls and Boys</u> | <u>Session 2</u> <u>Feeling Inside Out</u> | <u>Session 2:</u> <u>Beginnings and Endings</u> | <u>Session 2</u> <u>Treat Others Well...</u> | <u>Session 2</u> <u>Rules To Help Us</u> | <u>Session 2</u> <u>Physical Contact</u> | <u>Session 2</u> <u>Who is My Neighbour?</u> | <u>Session 2</u> <u>Who Will I Be?</u> <u>Classroom Shorts</u> |
| | <u>Session 3</u> <u>Clean and Healthy (My Body)</u> | <u>Session 3</u> <u>Super Susie Gets Angry</u> | <u>Session 3:</u> <u>Change Is All Around Classroom Shorts</u> | <u>Session 3</u> <u>...and Say Sorry</u> | | <u>Session 3</u> <u>Harmful Substances</u> | | <u>Session 3</u> <u>Needs and Wants Classroom Shorts</u> |
| | | | | | | <u>Session 4</u> <u>Can You Help Me? (Part 1)</u> | | |
| | | | | | | <u>Session 5</u> <u>Can You Help Me? (Part 2)</u> | | |

Written: May 2011 (references used from CEE template)

Last Review: **Mar 2024**

LKS2

| Stage | Module 1 Created and Loved by God | | | | Module 2 Created to Love Others | | | | Module 3 Created to Live in Community | |
|-------|-------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------|
| Topic | Unit 1 Religious Understanding | Unit 2 Me, My Body, My Health Being | Unit 3 Emotional Well- | Unit 4 Life Cycles | Unit 1 Religious Understanding | Unit 2 Personal Relationships | Unit 3 Life Online | Unit 4 Keeping Safe | Unit 1 Religious Understanding | Unit 2 Living in the Wider World |
| LKS2 | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity |
| | Story Sessions Get Up! | Session 1 We Don't Have to Be the Same | Session 1 What Am I Feeling? | Session 1 Life Cycles | Story Sessions Jesus, My Friend | Session 1 Family, Friends and Others... | Session 1 Sharing Online | Session 1 Safe in My Body Classroom Shorts | Session 1 A Community of Love | Session 1 How Do I Love Others? |
| | Session 2 The Sacraments | Session 2 Respecting Our Bodies | Session 2 What Am I Looking at? | Session 2 A Time for Everything | | Session 2 When Things Feel Bad | Session 2 Chatting Online Classroom Shorts | Session 2 Drugs, Alcohol and Tobacco | Session 2 What is the Church? | Session 2 Working Together Classroom Shorts |
| | | | Session 3 I am Thankful | Session 3 Big Changes, Little Changes Classroom Shorts | | | | Session 3 First Aid Heroes | | Session 3 Money Matters Classroom Shorts |

Written: May 2011 (references used from CEE template)

Last Review: **Mar 2024**

Relationship and Sex Education Policy

[Session 4](#)
[Rights and](#)
[Responsi-](#)
[bilities](#)
[Classroom](#)
[Shorts](#)

UKS2

| Stage | Module 1 Created and Loved by God | | | | Module 2 Created to Love Others | | | | Module 3 Created to Live in Community | |
|-------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------|
| Topic | Unit 1 Religious Understanding | Unit 2 Me, My Body, Health | Unit 3 Emotional My Well-Being | Unit 4 Life Cycles | Unit 1 Religious Understanding | Unit 2 Personal Relationships | Unit 3 Life Online | Unit 4 Keeping Safe | Unit 1 Religious Understanding | Unit 2 Living in the Wider World |
| UKS2 | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity |
| | Story Sessions Calming the Storm | Session 1 Gifts and Talents | Session 1 Body Image | Session 1 Making Babies (Part 1) | Session 1 God Is Calling You | Session 1 Under Pressure | Session 1 Sharing Isn't Always Caring | Session 1 Types of Abuse Classroom Shorts | Session 1 The Holy Trinity | Session 1 Reaching Out |
| | | Session 2 Girls' Bodies | Session 2 Peculiar Feelings | Session 2 Making Babies (Part 2) | | Session 2 Do You Want a Piece of Cake? | Session 2 Cyberbullying Classroom Shorts | Session 2 Impacted A Lifestyles Classroom Shorts | Session 2 Catholic Social Teaching | Session 2 The World of Work Classroom Shorts |

Written: May 2011 (references used from CEE template)

Last Review: **Mar 2024**

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| <u>Session 3</u> <u>Boys'</u> <u>Bodies</u> | <u>Session 3</u> <u>Emotional</u> <u>Changes</u> | <u>Session 3</u> <u>Menstruation</u> | <u>Session 3</u> <u>Self-Talk</u> | <u>Session 3</u> <u>Making</u> <u>Good</u> <u>Choices</u> | <u>Session 3</u> <u>Money and</u> <u>Me</u> <u>Classroom</u> <u>Shorts</u> |
| <u>Session 4</u> <u>Spots and</u> <u>Sleep</u> | <u>Session 4</u> <u>Seeing Stuff</u> <u>Online</u> | <u>Session 4</u> <u>Hope Beyond</u> <u>Death</u> | <u>Session 4</u> <u>Build Others</u> <u>Up</u> | <u>Session 4</u> <u>Giving</u> <u>Assistance</u> | |
| <u>Session 5</u> <u>What is</u> <u>Puberty?</u> | | | <u>Classroom</u> <u>Shorts</u> | | |
| <u>Session 6</u> | | <u>Session 5</u> <u>Male/</u> <u>Coping with</u> <u>Change</u> <u>Classroom</u> <u>Shorts</u> | | | |
| <u>Male/Female</u> <u>Changing Bodies</u> (LKS2 session 4) | | | | | |

Written: May 2011 (references used from CEE template)

Last Review: **Mar 2024**

Appendix 2

Extract from: ‘Ten Ten’s Guidance on Protected Characteristics’

From the outset, and at all stages of teaching, the core principle on which the programme is based is that we are ‘created, chosen and loved by God’; our equality is ultimately derived from the value we have in God’s eyes as beloved sons and daughters, and we are called to love God, love others and show God’s mercy in our actions. Examples of where this core principle is lived out are too numerous to list because it is integral to our teaching from Early Years through to Year Six, articulated in age-appropriate ways at the various stages throughout the Life to the Full – Plus programme. This is the foundation on which any teaching about the Protected Characteristics is based.

Within the design, structure and presentation of the programme, Ten Ten Resources, is mindful of the protected characteristics, endeavouring to produce a programme that is inclusive. The focus is to inform, present and explain legal rights, underline the fundamental dignity and worth of the person, and outline the erroneous nature of all unjust discrimination. At the same time, in age-appropriate ways, the programme articulates and commends the teaching of Christianity, with special regard to relationships, sex and marriage.

Specifically, the programme for primary schools addresses the protected characteristics in the following ways:

- **Age:** The subject of age, and the dignity of the person at all ages, is explored in the unit Life Cycles (All Key Stages, Module 1 Unit 4). Within these lessons, the programme teaches about the natural progress of life, and teaches that death is part of God’s plan for us.
- **Disability:** Since 2019, Ten Ten Resources has been working with a SEND specialist to a) provide specific guidance for the teaching of the subject for children with Special Educational Needs and b) to ensure the programme includes disability diversity within the stories and imagery presented. The aim of the programme designers is to increase disability representation in image content, video content, sessions and appendices. Changes will be made without sending out a notification, so staff should always download and use the most recent resources available online.
- **Gender reassignment:** Whilst we are mindful that gender reassignment is a real issue for many primary schools, the subject is not currently explored in Life to the Full. Rather, the programme provides foundational language about our core identity as children of God to enable schools to address specific issues with their whole school community.
- **Marriage and Civil Partnership:** The sessions “Who’s Who?” (EYFS Module 2.2.1), “Special People” (KS1 Module 2.2.1) and “Family, Friends and Others” (LKS2 Module 2.2.1) explore different family structures. They provide opportunities for children to share news about their own family structure in a non-judgemental forum and also provide opportunity for discussion about the different family structures given in the various stories and scenarios. The foundation is laid for a healthy conversation on these matters. In the Paradise Street dramas (UKS2 Module 1), various family structures are represented through the characters in the films and there is discussion about specific family structures, such as families with ‘two mums and two dads’ in “Gifts and Talents” KS2 Module 1.2.1.

Written: May 2011 (references used from CEE template)

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- **Pregnancy and maternity:** Although pregnancy is explored in age-appropriate ways throughout the primary schools' programme in the unit Life Cycles (All Key Stages, Module 1 Unit 4), the specific issue of maternity discrimination is not explored in primary schools.
- **Race:** From the outset within the design of the programme, Ten Ten have been mindful of ensuring racial representation in the stories, dramas, appendices, scenarios and imagery.
- **Religion and belief:** While this current version of Life to the Full does not contain a specific lesson or unit dealing with understanding of and respect for other religions, primary schools will be teaching about this in different ways through the R.E syllabus. Ten Ten will be adding specific content on this as the programme develops.
- **Sex:** Throughout the primary schools' programme, the teaching, stories, videos and image content establish an understanding of the equality of men and women, boys and girls. For example, in the unit "Me, My Body, My Health" (All Key Stages, Module 1, Unit 2) the discourse about the physical differences between boys and girls is matched by teaching about gender equality and dispelling gender stereotypes. Gender stereotypes is addressed in a Classroom Short (Life to the Full Plus only), in the UKS2 session 'Build Others Up' (see below for more information).
- **Sexual orientation:** Attraction to the opposite sex is touched upon in UKS2 Module 1 within the 'Paradise Street' series as part of a discussion around emotional changes. However, sexual attraction as a subject is not addressed as part of the Life to the Full - Plus programme. Build Others Up UKS2, Module 2, Unit 2 session, 'Build Others Up' is an anti-bullying resource framed by the protected characteristics. The protected characteristics of sex, sexual orientation and gender reassignment are not explicitly named within the session's film. Later in the session, children are presented with a number of scenarios to discuss and sort.

For subscribers of Life to the Full Plus, there are also five Classroom Short videos available, and opportunities for discussion with parents around use:

Recognise: In this film, children will consolidate and develop learning from the session by learning to recognise prejudice and discriminatory behaviours in themselves and others. In the context of hearing various descriptions of prejudiced actions, children learn in this video that homophobia is being prejudiced against someone because they are attracted to someone of the same sex.

Respond: In this film, children will consider how to respond when they witness or experience prejudice and discrimination, and who to go to for help.

Attraction: In this live action drama, rumours in school about crushes cause upset between friends. Within their class teaching, the characters learn what attraction is and that someone can be attracted to someone of the same or the opposite sex. Discussion will give children the opportunity to consolidate learning about attraction and consider how attraction fits within healthy, loving relationships.

Stereotypes: This informative video explains what gender expression means and explores how gender stereotypes can put people in boxes. It also explains what is meant by sexual orientation and how this is different from gender expression. Children will learn that people don't always fit into stereotypes and that every person should be valued in their uniqueness as someone created in God's image.

Differences: In this film, the idea of gender identity is introduced with a clear explanation of what it means to experience gender dysphoria. The film also clarifies that this is something different from gender expression and sexual orientation. It promotes kindness and sensitivity towards anyone struggling with their gender identity.