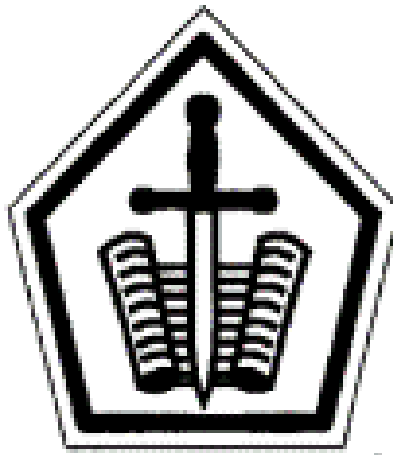


St Paul's Catholic Nursery and Primary School



Relationship, Health and Sex Education Policy

Policy written: June 2020

Policy agreed by Governors __23rd June 2020__

Policy shared with staff ____24th June 2020__

Review of policy due ____June 2023_____

Review of policy: ____June 2023_____

Policy agreed by Governors __27th June 2023__

Policy consultation with parents and Governors: June 2024

Policy agreed by Governors __24th September 2024__

‘Our school is a place of learning, a place of love’

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

Describe any consultation that has taken place

- questionnaires to parents / carers
- virtual presentation for parents/carers via the school website
- review of RSE curriculum content with staff
- staff training using materials from Ten Ten
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy is already in place

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2026 or sooner if recommended by the DfE or CES_.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school’s website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school’s web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance 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”¹. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and

¹Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”³

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

However, the reasons for our inclusion of RSE go further.

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

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

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

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

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

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the 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.

AIM OF RSE AND THE MISSION STATEMENT

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. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

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

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

⁴ *Gravissimum Educationis* 1

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

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).

EQUALITIES OBLIGATIONS

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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSE

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.

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

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

MONITORING/ASSESSMENT

Teachers will be encouraged to critically reflect on their work in delivering the sex education programme and to engage children in consideration of the relationships in which they are involved. Factual information/assimilation will be assessed and recorded as part of the Science National Curriculum.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

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 orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Headteacher

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁵.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

⁵ CES Checklist for External Speakers to Schools, 2016

PSHE/RSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to

disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

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.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The RSE 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 biannually by means of questionnaires / response sheets / needs assessment 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. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix 1 – Programme content

The programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that **we are made in the image and likeness of God**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

At the start of each learning stage in Module One, we begin with an allegorical story called **Kester's Adventures**, usually told over a series of story sessions.

Kester's Adventures

Kester's Adventures follows the story of Kester who is in search of his Maker. When he finds his maker, Abraham, Kester develops a deep and personal relationship with him over many years. As the children grow through the learning stages, Kester's story grows in complexity as he tries to understand his place in the world when faced with more challenging life decisions. Ultimately, he is always reminded that he was created by Abraham, along with his parents, and was loved and cared for even before he was born.

Kester's Adventures is an original story by Ten Ten which is an allegory for our relationship with God; it communicates the key idea that we were created out of love and for love. Building on this religious understanding of the meaning and purpose of our bodies, children are then taken through a variety of age-appropriate sessions which explore body and health issues.

In these sessions, we explore:

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the

internet and social media on emotional well-being (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

There are 11 sessions in Module 1 of Upper Key Stage Two which are structured around our very own TV drama series, Paradise Street.

The Paradise Street sessions

Paradise Street is an original drama series for Upper Key Stage Two which follows the story of 4 friends – Finn, Leyla, Marcus and Siobhan – who have different personal and social experiences related to growing up and puberty. Each episode lasts about 10 minutes and is followed by a time of teacher-led discussion with the pupils. Each session also includes an episode of “Delving Deeper into Paradise Street” in which two fun presenters explore the issues in the drama and provide some teaching for pupils (which also acts as guidance and support for teachers). Each concludes with a time of personal writing in a Module 1 Workbook which will help the pupils to digest and personalise the teaching.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Gospel stories

At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

Key Stage One – In the Unit ‘Personal Relationships’, children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit ‘Keeping Safe’, we explore the

risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified CBT techniques for managing thoughts, feelings and actions.

Once again, for the ‘Keeping Safe’ unit, we have incorporated some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

Upper Key Stage Two – The sessions for UKS2 in the ‘Personal Relationships’ module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Over three sessions in the Unit ‘Keeping Safe’, the programme explores the risks of sharing and chatting online at a level more appropriate to Years 5 and 6, and a more complex understanding of different forms of abuse.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

Trinity House

Trinity House is a story told throughout the programme from Years 1 to 6 at a growing level of complexity through each learning stage. It tells the story of the Trinity family who live in Trinity House – Abba, Adam and Amara – symbols of the creative circle of love between Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families, our friends and our personal relationships, but also to the wider world.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Key decisions regarding specific areas of RSE that we have decided to teach

Key Decision #1: Genitalia

In Key Stage One, a decision must be made about whether to introduce names of genitalia to Years 1 and 2.

At St Paul’s Catholic School, we have decided that we will teach this for the below reasons:

- The first is that this is the stage at which we talk to children about the differences between boys and girls. Here, it is important not to uphold negative gender stereotypes and, in fact, the non-physical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls.
- The second is a safeguarding issue. The argument goes that if young children are better able to confidently articulate about private body parts, they are better equipped to identify experiences of feeling uncomfortable if any form of abuse takes place.

Key Decision #2: Puberty

In Module 2 of Lower Key Stage One, we will provide two sessions on puberty and changing bodies. We have decided to teach this in year 4 and not in year 3 in line with NHS guidance on starting puberty to ensure all children are fully prepared.

The reason for this is that “The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years.” NHS England

Key Decision #3: Life cycle

The third key area for consideration is to teach children about the human reproductive system in lower key stage two. However, it does not discuss sexual intercourse. This teaching is given in the context of being created, chosen and loved by God; the session concludes with a meditation, giving children the opportunity to reflect on how they have been wonderfully made and to understand that they are formed of body and soul. Teaching about the reproductive system is not explicitly requested as part of the statutory RHSE curriculum. The DFE guidance says that primary schools “should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

In Life to the Full, this session is provided as a stepping-stone to Key Decision #5: Talking About Sex (see below – year 6 content). Therefore, we feel that these lessons provide appropriate steps of preparation towards adolescence for prepubescent children. Ten Ten Resources have provided the resources so schools can teach these lessons within the context of our core identity as God’s children.

Key Decision #4: Talking about pornography

The next key decision concerns talking about pornography. One of the sessions in Upper Key Stage Two (year 6), Seeing Stuff Online, addresses the risks that children face from seeing explicit images and videos online. On the one hand, this is very much a lesson about ‘online safety’ and therefore falls under the statutory ‘Keeping Children Safe in Education’ (England). We appreciate the delicate nature of these

decisions, however in our ever-changing world feel it is important that children are aware of content that is online and keeping safe.

Key Decision #5: Talking About Sex

The fifth key area for consideration is about whether to include a session in Upper Key Stage Two which answers the question: 'Where do babies come from?'

Naturally, this question leads to a discussion about sexual intercourse. We have decided that this will be included as part of a regular session as part of the Paradise Street sessions, please see information below for teaching content that will be taught as part of this;

What happens?

In episode 10 of "Paradise Street", one of our characters, Finn, asks his parents the direct question – how did the sperm get inside mum's body and meet the egg?

The response given by his parents is honest and direct. As Christian parents, their response is rooted in God's love but they also describe what happened physically between them to create a child.

In the follow-up discussion in the episode of "Delving Deeper" after the drama, a further scientific explanation is given, involving reference to the penis entering the vagina. This teaching is provided within the context of marriage being God's plan for the place of sex within a relationship.

The session concludes with a personal writing activity in which pupils consider God's plan for relationships. It endorses that God loves and accepts them no matter what and allows space for personal responses to questions about their own families. Inspired by the presenter Nathan in Delving Deeper, there is also an opportunity for a creative writing exercise called 'A Recipe for Love'.

Key Decision #6: Female Genital Mutilation (FGM)

This area for consideration is about whether to include teaching about Female Genital Mutilation (FGM). Although the duty to teach about FGM is not statutory for primary schools, it can optionally be applied following consultation with parents and governors. The National FGM Centre advises that girls are at most

risk at primary school age, and therefore recommends that primary schools also teach FGM where possible. The Life to the Full programme offers schools the opportunity to include teaching on FGM at KS1, LKS2 and UKS2, as part of Unit 4: Keeping Safe which is part of Module 2: Created to Love Others. At each Key Stage where there is optional FGM teaching content, teachers are also signposted to this guidance and also resource provision higher up in the curriculum, so that teaching can be tailored carefully for the age, stage and risk level of the children in your care. The content for this is age-appropriate and in line with the CES model policy. At St Paul's we feel it is important that our children have this education at an age-appropriate level and consult to include it within our teaching. The content for this teaching can be found on the parent portal.

Key Decision #7: Discussing Protected Characteristics concerning sex

The final area concerning a Key Decision is linked to the UKS2 session in Module 2 Unit 2 titled, "Build Others Up". This resource is intended for use in Year 6. At the beginning of the session, children are invited to watch the film 'Imagine a world...' which introduces children to the terms fairness, bullying, prejudice, and discrimination, and the protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, and religion or belief. The protected characteristics of sex, sexual orientation and gender reassignment are not explicitly named within the film (see Appendix 1 in the session for implicit language used in the script).

Key Decision #7a relates to parts of Appendix 3 only. Later in the session, children are presented with a number of scenarios to discuss and sort. Scenarios H, I and L in Appendix 3a concern discrimination / bullying of the protected characteristics of sex and/or sexual orientation.

Key Decision #7b '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. They hear that, "The other children at school are bullying Felix because he has two Dads who are in a same sex partnership."

Key Decision #7c '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

Key Decision #7c 'Stereotypes' This informative video explores the concept of gender stereotypes and how these stereotypes might make us feel. Clarity on gender identity being separate from sexual orientation will be made. Children will be encouraged to celebrate God's creation by valuing the uniqueness of each and every person. For further information and guidance on the requirements of teaching on the Protected Characters and how they feature in Life to the Full, please see the Guidance on Protected Characteristics

Appendix 2 – Programme pathway

We have chosen to adopt programme pathway 1, which delivers the programme on a 2 year cycle over 1 term (approx. 10 sessions)

This can be accessed at https://drive.google.com/file/d/16EXjxHZxikNAVd_ZyTmXzc37ZdMDmi0u/view

Appendix 3 – Parent information leaflet and online portal access

Please see separate parent information leaflet for further details.

To access the online parent platform please visit: www.tentenresources.co.uk/parent-portal

School Username: st-pauls-en7

School Password: fields-762

Appendix 4 – One page overview

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community	
	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
KEY STAGE ONE	Story Sessions: Handmade With Love (Kester's Adventures)	Session 1: I Am Unique (Me)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 2: Treat Others Well...	Session 2: Good Secrets & Bad Secrets	Session 2: Who is My Neighbour?	
		Session 3: Clean & Healthy (My Health)	Session 3: Super Susie Gets Angry			Session 3: ...and Say Sorry	Session 3: Physical Contact		
LOWER KEY STAGE TWO	Story Sessions: Designed for a Purpose (Kester's Adventures)	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others?
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?			Session 2: When Things Feel Bad	Session 2: Chatting Online	Session 2: What is the Church?	
		Session 3 (Yr4+): What is Puberty?	Session 3: I Am Thankful!			Session 3: When Things Change	Session 3: Physical Contact		
UPPER KEY STAGE TWO	Story Sessions: Made to Grow (Kester's Adventures)	Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (P1)	Session 1: Is God Calling You?	Session 1: Under Pressure	Session 1: Sharing Online	Session 1: Trinity House	Session 1: Reaching Out
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings	Session 2: Making Babies (Pt2)		Session 2: Do You Want a Piece of Cake?	Session 2: Chatting Online	Session 2: Catholic Social Teaching	
		Session 3: Boys' Bodies	Session 3: Emotional Changes	*Optional homework session		Session 3: Self-Talk	Session 3: Physical Contact		
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online	Session 3: Menstruation					

Appendix 5 – Parent consultation letter

Please see letter on our school website under the Relationship Education Consultation page