



*"We are a Catholic community, living and learning in faith.  
Through the Gospel values of faith, hope, trust and love,  
we aim to recognise individuality and enable each other to fulfil our potential"*



## St Cuthbert's Catholic Primary School

### Relationship, Sex and Health Education (RSHE) and Citizenship Policy

<b>Responsible for Policy</b>	RSHE Co-ordinator, Citizenship Subject Lead and Headteacher
<b>Presented to and approved by the Governing Body</b>	Approved September 2023
<b>Review date</b>	Summer 2025
<b>Policy Adopted</b>	CES a model Relationship, Sex and Health Education policy for Catholic Schools 2020
<b>Status</b>	Statutory

*St Cuthbert's Catholic Primary School is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the School and its community to demonstrably share this commitment.*



## RSHE

### Introduction

Here at St. Cuthbert's, we aim to develop the **Whole Child**. Our intent is to challenge all our children to develop their own unique **Spiritual, Moral, Intellectual, Creative** and **Physical potential**.

Our starting place for our children: is to have a good understanding, and an appreciation of God's Wonderful World, and all that he has done for us and what more he has to offer us.

*What a widely wonderful world, God! You have made it all with wisdom at your side, made earth overflow with your wonderful creations.*

*Psalm 104:24*

- We aim to offer a **Broad and Balanced Creative Curriculum** covering all areas of the National Curriculum. We will do our best to give our children the best teaching and learning opportunities, which will prepare them for life in their World.
- We want our children to be literate, numerate and good communicators. More importantly, we want them to be respectful, honest, curious and empathetic learners.
- We want our children to become "risk takers" managing risks safely, and learning how to keep themselves safe.
- Our Curriculum is **Knowledge Rich and Skills Based**, with **RE at the heart of** the curriculum.
- Our Curriculum, where possible, is bespoke to our **Local Community** in which our children live in. They will experience a wide range of learning opportunities working and learn with other professional adults in our **Parish and Local Community**.

Ultimately our Curriculum is intended to develop outward looking children who are:

**Resilient, Respectful,  
Articulate, Appreciative,  
Independent learners who can use their Initiative,  
As well as having their lives rooted in our Catholic Faith.  
"FAIR"**

### As a school we have consulted with:

- Parents/carers via questionnaires, letters and zoom meetings
- Staff through a review of RSHE curriculum content
- Governors

In this policy the governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSHE). We set out our rationale for and approach to relationships and sex education in the school. Due to Coronavirus, a wider consultation has not been possible during the spring and summer terms 2020. Staff will undertake full training with TenTen Resources.

## **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the spring term 2021. This policy will be reviewed every two years by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff. The next review date is spring term 2025.

## **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 RSHE 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"<sup>1</sup>. 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 with adults."<sup>2</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

## **Statutory Curriculum Requirements**

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

However, the reasons for our inclusion of RSHE 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 RSHE 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

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

<sup>2</sup> 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

we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

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

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

### **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 RSHE 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 RSHE 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"<sup>3</sup> 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**:

- 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.

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<sup>3</sup> *Gravissimum Educationis* 1

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;
- being patient and learning to recognise the appropriate stages in the development of relationships;
- 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;
- 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

## **Outcomes**

### **Inclusion and differentiated learning**

We will ensure RSHE 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 RSHE**

Three aspects of RSHE - 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 which will be taught through our Personal, Social and Health Education curriculum. We follow TenTen 'Life to the Full' programme for Catholic Schools to enhance our delivery of Relationships, Sex and Health Education, in addition to other resources such as 'A Journey in Love'.

Within RSHE and Citizenship lessons, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, and growing and changing. To achieve this, a number of teaching strategies may be used:

- Establishing ground rules with new classes each September and reviewing them regularly throughout the year;
- Dealing with children's questions in an appropriate manner;
- Using discussion and appropriate materials;
- Encouraging reflection;
- Using strategies for pupils who may not wish to raise suggestions in front of others

## **Programme Structure (TenTen Resources)**

In 'Life to the Full', we will be following a three-stage structure which is repeated across four different learning stages:

- EYFS
- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSHE Curriculum:

### **Core Theme 1: Health and Wellbeing; Created and Loved by God**

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe

### **Core Theme 2: Relationships; Created to Love others**

- Families and friendships
- Safe relationships
- Respecting ourselves and others

### **Core Theme 3: Living in the Wider World; Created to Live in Community**

- Belonging to a community
- Media literacy and digital resilience
- Money and work

Programme/resources will include TenTen resources which are appendices to this policy.

Appendices to this policy provide detailed information about the programme and resources for suggested use across all year groups.

We acknowledge that every area of school life can potentially contribute to RSHE as the school, in its very nature operates through positive, human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our community. Teachers will use their professional judgement when addressing issues in RSHE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

#### **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

#### **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 RSHE 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 RSHE 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 RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents have the **right to withdraw** their children from RSHE 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.

#### **Assessment and evidence**

RSHE is evidenced in RSHE and citizenship class books which all classes use to evidence each RSHE and citizenship lesson, except in EYFS. Children may be assessed prior to the learning taking place. This may take many forms including discussion and written work such as vocabulary compilation, KWL grids, brainstorming and other baseline assessment methods. Evidence may also be recorded in a

cross-curricular way through Science, RE, computing, theme days, recorded on displays around school (internet safety, anti-bullying, wellbeing etc.) and using TenTen Life to the Full assessment resources.

### **Responsibility for teaching the programme**

Responsibility for the specific relationships education programme lays with the Headteacher and her Senior Leadership Team. The Science Coordinator will also play an integral role in the development of the curriculum and policy. However, all staff will be involved in developing the attitudes and values aspect of the RSHE 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 call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. 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 'Protocol for Visitors to Catholic Schools'<sup>4</sup>.

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 RSHE**

#### **Governors**

- Draw up the RSHE 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 RSHE 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.

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<sup>4</sup> CES Checklist for External Speakers to Schools, 2016



### **RSHE 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 RSHE 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**

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. 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 RSHE 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 RSHE in RSHE and citizenship classes will link to/complement learning in those areas identified in the RSHE audit.

### **Children's questions**

The governors want to promote a healthy, positive atmosphere in which RSHE 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.

Teacher's will use the following strategies to deal with unexpected questions:

- Be honest
- Respect the Equality Act and be mindful of the law
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside our curriculum and guidance, is inappropriate in a whole class setting or raises concerns of a safeguarding nature, the teacher will attend to it on an individual basis which may involve discussion with parents, where this is necessary.

## **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSHE. 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 RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

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 RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will 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 RSHE 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 circumstance 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 RSHE 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.

# Citizenship

## **Rationale**

Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

We encourage our pupils to play a positive role in contributing to the Catholic life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through their roles of responsibilities. We teach pupils about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

As a school we are committed to promoting the spiritual, moral, cultural, mental and physical development of our pupils and of society, and preparing pupils for the opportunities, responsibilities and experiences of later life.

## **Aims**

Our Citizenship programme follows the non-statutory citizenship framework and is taught alongside our statutory RHE programme (see RHE policy) .

Our aims:

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
- Be aware of safety issues
- To understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop good relationships with other members of the school and wider community

## **Objectives**

- Have a sense of purpose
- Value self and others
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community and church
- Explore issues related to living in a democratic society

## **Teaching and Learning**

A variety of teaching and learning strategies are used to deliver Citizenship which take into account pupils' age, development, understanding and needs. We place an emphasis on active learning where each pupil has planned opportunities for learning through:

- The development of trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative learning
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Resilience
- Accommodating new information and skills
- Building on current experience and using first-hand learning to achieve positive ends

We provide a safe and secure climate for the pupils to be able to explore their own and others' attitudes, values and skills. We encourage the pupils to take part in a range of practical activities that promote active citizenship e.g. charity fundraising, assisting with planning of school special events such as a collective worship. Pupils have the opportunities to participate in discussion to resolve conflict or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as police, community workers, representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community. Teachers are always present during these sessions and remain responsible for the delivery of the Citizenship programme.

We offer residential visits annually in Y6 and Yr4 and day visits across the school EYFS – Y6. These promote and focus partly on developing pupils' self-esteem and giving them the opportunity to develop leadership and cooperative skills.

Each class is encouraged to visit the church and all classes experience regular visits from the priest in school.

## **Citizenship Curriculum Planning**

We use Twinkl Life to cover the non-statutory citizenship programme for KS1 and KS2. Children have weekly RHE and Citizenship lessons each year group has two units to teach per year, which amounts to 2 half terms per year of week Citizenship lessons.

A weekly Celebration Collective Worship led by the Head boy and girl celebrates children's achievements, focusing on behaviour and learning. A half-termly Celebration Collective Worship is organised and led by teachers and the Head Teacher, where Class Teachers nominate children's achievements in our school values and ethos, such as being a kind friend.

## **Parental Involvement**

The school recognises the importance of having the support of parents and the wider community for the Citizenship programme.

Each class has a Class Page on the school website, where classes are able to share photographs of their learning.

We hold open mornings, inviting family and friends of our children into school, such as 'BUD's', 'MAGS', and 'Grandparents Day', where children have the opportunity to share their learning.

Some Class Teachers invite parents to support in changing books and Reading.

## **EYFS**

We teach Citizenship as an integral part of the topic work. As the Reception Class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals. (ELGs) Our teaching of Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Foundation Stage when we teach how to develop a child's knowledge and understanding of the world.

## **KS1 and KS2**

The Twinkl Life units covered through KS1 and KS2:

- Year 1: Aiming High KS1 and Digital Wellbeing-KS1
- Year 2: Diverse Britain-KS1 and Money Matters-KS1
- Year 3: Diverse Britain-LKS2 and Money Matters-LKS2
- Year 4: Aiming High LKS2 and Digital Wellbeing-LKS2
- Year 5: Aiming High UKS2 and Digital Wellbeing-UKS2
- Year 6: Diverse Britain-UKS2 and Money Matters-UKS2

## **Special Needs**

We teach Citizenship to all children regardless of their ability. Teachers provide learning opportunities matched to the individual needs of the children with learning difficulties.

## **Assessment**

Teachers assess the children in Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their learning, measured against the specific learning objectives set out in the National Curriculum. We use the PSHE Association Can I statements to support our assessment. Annually, teachers report to the parents on the progress of their children, in the form of Parents Evening's and in their school report.

## **Resources and Outside Agencies**

Resources are kept centrally and in Year Six. Where possible, Phase leaders invite outside agencies in for assemblies or workshops, such as dentists, community support officers or Police and firefighters.

## **Monitoring and Review**

The Senior Leadership Team, RHE subject leader and Citizenship subject leader will monitor delivery of the programme through discussion with teaching staff to ensure consistent and coherent curriculum provision.

The Citizenship subject leader is responsible for monitoring the standards of children's Learning and the quality of teaching. The subject leader aims to support colleagues in the teaching of citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

## **Citizenship Policy**

The PSHE policy and Citizenship policy should be read in conjunction with the

- Behaviour Management Policy
- Anti-Bullying Policy
- Health and Safety Policy

## **Training and Support**

Opportunities are discussed and decided where opportunities are identified for individual and school training needs by PSHE subject leader and staff.

## Appendix 1 -Key RSHE resources

EYFS	KS1	KS2
Ten Ten Life to the Full	Ten Ten Life to the Full	Ten Ten Life to the Full
A Journey in Love	A Journey in Love	A Journey in Love
CAFOD resources	NSPCC Pants resources	NSPCC Shareaware resources
	CAFOD resources	CAFOD resources

Plus any additional resources as deemed suitable, within the guidelines of this policy and curriculum

**Appendix 2 – Physical and Mental Wellbeing Statutory Outcomes by the end of primary school:**

<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul> </li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>



Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene, including visits to the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• about immunisations.</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Appendix 3 – Relationship Education Statutory Outcomes By the end of primary:

Families and people who care for me	<p>Pupils should know</p> <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> </ul>
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	<ul style="list-style-type: none"> <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	<p>Pupils should know</p> <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. <ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <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> </li> </ul> </li> </ul>
Respectful friendships	<p>Pupils should know</p> <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. <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> </li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <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>
Being safe	<p>Pupils should know</p> <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 3 - Statutory Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

#### **In Key Stage 1 children learn:**

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

#### **In Key Stage 2 children learn:**

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle