



# Relationships and Sex Education Policy 2024-2026

## Ratification Table:

<b>Approved by:</b>	Local Governing Board	<b>Date:</b> 20.03.25
<b>Last reviewed on:</b> 20.03.25		
<b>Next review due by:</b>	20.03.26	

<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

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**“We are an Inclusive Catholic community, who welcome, love, care for and serve our pupils and families. We work together in Christ to ensure every unique child is able to become the best that they can be; academically, socially and spiritually with the support, respect and encouragements God wants for us all.”**

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.

### **Review of Policy**

This policy will be reviewed every year by the Principal RSE Co-ordinator, the Governing Body and Staff. The next review date is February 2025.

### **Dissemination**

The 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 communication portal (class dojo), the school 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”<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 who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **STATUTORY CURRICULUM REQUIREMENTS**

We are required to teach those aspects of Relationships Education, Relationships and Sex Education and Health Education which are statutory parts of National Curriculum Science (see Appendix 1). We are required to teach Relationships and Health Education.

### **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

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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 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.

## **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 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:

The aim of RSE and the Mission Statement is to 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 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;

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- 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, 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;

**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. These questions will be responded to in the context of 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**

The main Relationships Education, Relationships and Sex Education and Health Education programme will be Life to the Full, Ten Ten 2019 (see Appendix 2).

**ASSESSMENT OF RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION**

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It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that the programme is having for pupils and for whole school outcomes. Within RSE, assessment can be difficult to quantify so we will incorporate “ipsative assessment”; that is, comparing how much a pupil has moved on from the start of the unit to the end. Ipsative assessment is the most meaningful because it allows pupils the space for personal reflection to accurately assess, for example, the development of self-confidence, or their sense of identity and values.

## **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 will be consulted with 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 principal. 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. 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 Principal (The relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE).

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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

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 and ratify 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.

### **Principal**

The Principal 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.

### **PSHE/RSE Co-Ordinator**

The co-ordinator with the Principal 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.

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## **Parents and Carers**

Parents (and other carers who stand in their place) are the primary educators of their children. The school has a responsibility to support parents in this role, by keeping them informed of what is happening in RSE and of our experience of their children. All parents will have access to the 'Life to the Full' programme (Part of Ten Ten)

## **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 Principal along with 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 gPrincipal and 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. Where this occurs they will be addressed by a follow up conversation with the individual and any other appropriate bodies.

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children 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**

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All governors, teachers support staff, parents and 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, principal, 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 will 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 this policy.

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## **APPENDIX 1 – RELATIONSHIPS AND SEX EDUCATION IN THE SCIENCE CURRICULUM**

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

**Year 1** pupils should be taught to:

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

**Year 2** pupils should be taught to:

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

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

There is no RSE topics within the Year 3 and 4 Science Curriculum

### **Key Stage 2 (age 7-11years)**

**Year 5** pupils should be taught to:

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

**Year 6** pupils should be taught to:

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

## **APPENDIX 2 – RELATIONSHIPS, RELATIONSHIPS AND SEX AND HEALTH EDUCATION CURRICULUM COVERAGE – Life to the Full**

### **Programme Content**

#### **Right to Withdraw**

The programme adopts a spiral curriculum approach so that as your 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.

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.

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**Lower Key Stage Two** – understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4), strategies to support emotional wellbeing including practising 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, a more nuanced and scientific understanding of life in the womb and **how babies are made\***, and menstruation.

\*The lesson entitled ‘how babies are made’ will not be shown in school. It will be available to parents/carers who wish to show and discuss this with their child at home.

### **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 unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

**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 Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the ‘Keeping Safe’ unit, there are 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.

### **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.

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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.

**Programme Structure**

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

- 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 RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

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## **APPENDIX 3 – Ten Ten’s Guidance on Protected Characteristics**

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, we have 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 help us become more mindful of disability diversity representation in our stories and imagery. As we continue to produce resources, we aim to increase disability representation in image content, video content, sessions and appendices. We will usually make these changes 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 the different family structures given in the various stories and scenarios.

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The decision on if and when to include same-sex partnerships, single parent families or non-married parents within these discussions is left for the school to decide; however, the foundation has been laid for a healthy conversation on these matters in these sessions.

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.

### **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 our 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 programme. Attraction to the opposite and the same sex forms is addressed in the

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UKS2 session 'Build Others Up' (see below for more information).

### **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:

- **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

<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

orientation. It promotes kindness and sensitivity towards anyone struggling with their gender identity.

<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