

Sacred Heart Catholic Primary School

To live, love and learn joyfully in the family of Christ



Relationships, Health and Sex Education Policy

Approved by Governors: December 2020

Date for review: December 2022

To live, love and learn joyfully in the family of Christ

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.

A consultation took place in May 2020 via a survey available to all parents.

School Governors were consulted.

Content of the scheme 'Life to the Full' was accessed by parents and governors of the school

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn Term 2020

This policy will be reviewed 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.

The next review date is December 2022

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 prospectus 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 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.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

¹ 1 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

² 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

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.

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”³ 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;
- 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;

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.

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.

Life to the Full is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

Religious Understanding

Me, my body, my health

Emotional well-being

Life cycles

Module 2: Created to Love Others

Religious Understanding

Personal Relationships

Keeping Safe

Module 3: Created to Live in Community

Religious Understanding

Living in the Wider World

PROGRAMME / RESOURCES

Appendix 1 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

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. 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 (RE Co-ordinator) and the co-ordinators of Science and PSHE.

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'.⁴

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.

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.

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.

⁴ CES Checklist for External Speakers to Schools, 2016

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 (child protection, equalities, anti-bullying).

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

Learning Outcomes for Relationships and Sex Education			
Life to the Full			
YEAR 6			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn Term 1 Religious Understanding	Calming the Storm	We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!
		Unit 2 <u>Gifts and Talents</u>	Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
	Me, My Body, My Health	<u>Girls' Bodies</u>	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.
		<u>Boys' Bodies</u>	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.
		<u>Spots and Sleep</u>	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
		Unit 3 <u>Body Image</u>	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
	Spring Term Emotional Well Being	<u>Peculiar Feelings</u>	To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.
		<u>Emotional Changes</u>	Emotions change as they grow up (including hormonal effects);

			<p>To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action;</p> <p>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p>
		<u>Seeing Stuff Online</u>	<p>The difference between harmful and harmless videos and images;</p> <p>The impact that harmful videos and images can have on young minds;</p> <p>Ways to combat and deal with viewing harmful videos and images</p>
Created to Love Others	Spring Term 2 Religious Understanding	<u>God Calling You?</u>	<p>To know that God calls us to love others.</p> <p>To know ways in which we can participate in God’s call to us.</p>
	Personal Relationships	<u>Under Pressure</u>	<p>Pressure comes in different forms, and what those different forms are;</p> <p>There are strategies that they can adopt to resist pressure.</p>
		<u>Do You Want a Piece of Cake?</u>	<p>Understand what consent and bodily autonomy means;</p> <p>Discuss and reflect on different scenarios in which it is right to say ‘no’.</p>
		<u>Self-Talk</u>	<p>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</p> <p>Apply this approach to personal friendships and relationships</p>
Created and Loved By God	Life Cycles	Menstruation	<p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</p> <p>Some practical help on how to manage the onset of menstruation.</p>
Created to Love Others	Summer 1 Keeping Safe	Sharing Isn’t Always Caring	<p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p>
		Cyberbullying	<p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</p>
		Types of Abuse	<p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p>
		Impacted Lifestyles	<p>Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p> <ul style="list-style-type: none"> • Learn how to make good choices about substances that will have a positive impact on their health. • Know that our bodies are created by God, so we should take care of them and be careful about what we consume.

		Making Good Choices	Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco •To Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies
		Giving Assistance	The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.
Created and Loved By God	Summer 2	Making Babies (Part 1)	How a baby grows and develops in its mother's womb.
	Life Cycles	Making Babies (Part 2)	Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.
Created to Live in Community	Religious Understanding	Trinity House	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
		Catholic Social Teaching	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
	Living in the Wider World	Reaching Out	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God’s love in their community.

YEAR 5			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn Term 2	Calming the Storm	We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!
	Me, My Body, My Health	Unit 2 <u>Gifts and Talents</u>	Similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community; Self-confidence arises from being loved by God (not status, etc).
		<u>Girls’ Bodies</u>	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty;

			About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.
		<u>Boys' Bodies</u>	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.
		<u>Spots and Sleep</u>	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
	Spring Term Emotional Well Being	Unit 3 <u>Body Image</u>	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
		<u>Peculiar Feelings</u>	To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.
		<u>Emotional Changes</u>	Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
		<u>Seeing Stuff Online</u>	The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images
Created to Love Others	Spring Term 2 Religious Understanding	<u>God Calling You?</u>	To know that God calls us to love others. To know ways in which we can participate in God's call to us.
	Personal Relationships	<u>Under Pressure</u>	Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.
		<u>Do You Want a Piece of Cake?</u>	Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.
		Self-Talk	Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships

Created and Loved By God	Summer 1 Life Cycles	Menstruation	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.
Created to Love Others	Keeping Safe	Sharing Isn't Always Caring	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.
		Cyberbullying	What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying.
		Types of Abuse	To judge well what kind of physical contact is acceptable or unacceptable and how to respond That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.
Created and Loved By God	Summer 2 Keeping Safe	Impacted Lifestyles	Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. • Learn how to make good choices about substances that will have a positive impact on their health. • Know that our bodies are created by God, so we should take care of them and be careful about what we consume.
		Making Good Choices	Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco •To Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies
		Giving Assistance	The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.
Created to Live in Community	Religious Understanding	Trinity House	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
		Catholic Social Teaching	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
	Living in the Wider World	Reaching Out	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.

YEAR 4			
Module	Unit	Session	Learning Outcome
	Autumn 2	Get Up	We are created individually by God who is Love, designed in His own image and likeness

Created and Loved By God	Religious Understanding		God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God
		The Sacraments	That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Spring Term Me, my body, my health	We Don't Have To Be The Same	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		Respecting Our Bodies	About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do
	Emotional Well Being	What Am I Feeling?	That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).
		What Am I Looking At?	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
		I Am Thankful!	Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
	Spring Term 2 Life Cycles	Life Cycles	That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.
Created to Love Others	Personal Relationships	Jesus My Friend	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
		Family, Friends and Others	Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.
		When Things Feel Bad	Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.

Created and Loved By God	Summer 1 Life Cycles	Sharing Online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.
Created to Love Others	Keeping Safe	Chatting Online	How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.
		Physical Contact	To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
		Drugs, Alcohol and Tobacco	Medicines are drugs, but not all drugs are good for us. <ul style="list-style-type: none"> • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume.
		First Aid Heroes	In an emergency, it is important to remain calm. <ul style="list-style-type: none"> • Quick reactions in an emergency can save a life. • Children can help in an emergency using their First Aid knowledge.
Created and Loved By God	Summer 2 Keeping Safe	What is Puberty?	Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.
		Changing Bodies	Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.
		5 Boy/Girl Discussion Groups	These questions mirror questions that many boys and girls might ask themselves secretly, with the aim of providing a safe space for discussion about changes they will face throughout puberty and how these changes might make them feel. This informal session should empower young men and women about their own journeys, and sensitively address some of the worries they may feel.

YEAR 3			
Module	Unit	Session	Learning Outcome

Created and Loved By God	Autumn 2	Get Up	We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God
		The Sacraments	That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Spring Term Emotional Well Being	We Don't Have To Be The Same	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		Respecting Our Bodies	About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do
		What Am I Feeling?	That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).
		We Don't Have To Be The Same	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		I Am Thankful!	Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media
Created to Love Others	Spring Term 2 Religious Understanding	Jesus My Friend	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Personal Relationships	Family, Friends and Others	Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.
		When Things Feel Bad	Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
Created to Love Others	Summer 1 Keeping Safe	Sharing Online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;

			How to report and get help if they encounter inappropriate materials or messages.
		Chatting Online	How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.
		Safe in My Body	To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
Created and Loved By God	Summer 2 Keeping Safe	Drugs, Alcohol and Tobacco	Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume.
		First Aid Heroes	In an emergency, it is important to remain calm. • Quick reactions in an emergency can save a life. • Children can help in an emergency using their First Aid knowledge.
Created to Live in Community	Religious Understanding	LKS2.3.1.1 A Community of Love	God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’; The human family is to reflect the Holy Trinity in mutual charity and generosity.
		What is the Church?	That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).
	Living in the Wider World	How Do I Love Others?	To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

YEAR 1 and YEAR 2			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn 2 Religious Understanding	Let the Children Come	<ul style="list-style-type: none"> • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways
	Me, my body and my health.	I Am Unique (Me)	To learn that we are unique, with individual gifts, talents and skills.

		Girls and Boys (My Body)	Our bodies are good; The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.
		Clean and Healthy (My Health)2 sessions	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);A language to describe our feelings
	Spring Term Emotional Well Being	Feelings, Likes and Dislikes	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings
		Feeling Inside Out	Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.
		Super Susie Gets Angry	Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.
Created to Love Others	Spring Term 2 Religious Understanding Personal Relationships	The Cycle of Life	Children will know and appreciate that there are natural life stages from birth to death, and what these are
		Special People	To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them.
		Treat Others Well...	How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable.
		And Say Sorry	To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.
Created and Loved By God	Summer 1 Life Cycles	Being Safe	Children will actively participate in activities and 'Smartie the Penguin' story; Children will answer questions to know what is and isn't safe online; Children will know who they can go to talk about anything they feel uncomfortable about, particularly online.
Created to Love Others	Keeping Safe	Good Secrets and Bad Secrets	The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe.
		Physical Contact	To know that they are entitled to bodily privacy;

			That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.
		Can You Help Me	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • They should call 999 in an emergency and ask for ambulance, police and/or fire brigade • If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. • Some basic principles of First Aid
		Harmful Substances	<p>Medicines are drugs, but not all drugs are good for us.</p> <ul style="list-style-type: none"> • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume.
Created to Live in Community	Summer 2 Religious Understanding	Three in One	<p>That God is love: Father, Son and Holy Spirit</p> <ul style="list-style-type: none"> • That being made in His image means being called to be loved and to love others
		Who Is My Neighbour?	<p>To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.</p>
	Living in the Wider World	The Communities We Live In	<p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.);</p>

RECEPTION CLASS			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn 2	Handmade With Love	<p>Children will know that:</p> <ul style="list-style-type: none"> - We are created individually by God as part of His creation plan - We are all God's children and are special - Our bodies were created by God and are good - We can give thanks to God!
		: I Am Me	<p>We are each unique, with individual gifts, talents and skills.</p> <ul style="list-style-type: none"> • Whilst we all have similarities because we are made in God's image, difference is part of God's plan!
		Session 2: Heads, Shoulders, Knees and Toes	<p>Children will learn that:</p> <ul style="list-style-type: none"> • That their bodies are good and made by God • The names of the parts of the body (not genitalia)

		Ready Teddy?	Children will learn: <ul style="list-style-type: none"> • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene
	Spring Term Emotional Well Being	I Like, You Like, We All Like!	Children will learn: <ul style="list-style-type: none"> • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another
		Good Feelings, Bad Feelings	Children will develop: <ul style="list-style-type: none"> • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings
		Let's Get Real	Children will learn: <ul style="list-style-type: none"> • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus
		Growing Up	Children will learn: <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are
Created to Love Others	Spring Term 2 Religious Understanding	Role Model	Children will learn: <ul style="list-style-type: none"> • We are part of God's family • Jesus cared for others and wanted them to live good lives like him • We should love other people in the same way God loves us
	Personal Relationships	Who's Who?	Learning Objectives for the week Children will learn: <ul style="list-style-type: none"> • To identify special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people' and telling them if something is troubling them
		You've Got a Friend in Me	Children will learn: <ul style="list-style-type: none"> • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable

		: Forever Friends	<p>Children will learn:</p> <ul style="list-style-type: none"> • To recognise when they have been unkind to others and say sorry. • That when we are unkind, we hurt God and should say sorry. • To recognise when people are being unkind to them and others and how to respond. • That we should forgive like Jesus forgives.
Created and Loved By God	Summer 1 Life Cycles	Safe Inside and Out	<p>Children will learn:</p> <ul style="list-style-type: none"> • About safe and unsafe situations indoors and outdoors, including online. • That they can ask for help from their special people
Created to Love Others	Keeping Safe	S: My Body, My Rules	<p>Children will learn:</p> <ul style="list-style-type: none"> • To know they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest
		: Feeling Poorly	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Medicines should only be taken when a parent or doctor gives them to us. • Medicines are not sweets. • We should always try to look after our bodies because God created them and gifted them to us.
		Session 4: People Who Help Us	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • There are lots of jobs designed to help us. • Paramedics help us in a medical emergency. • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance
Created and Loved By God	Summer 2 Religious Understanding	Session 1: God is Love	<p>Children will learn:</p> <ul style="list-style-type: none"> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others
		Loving God, Loving Others	<p>Children will learn:</p> <ul style="list-style-type: none"> • What a community is, and that God calls us to live in community with one another • Some Scripture illustrating the importance of living in a community • No matter how small our offerings, they are valuable to God and He can use them for His glory.

Created to Live in Community	Living in the Wider World	Me, You, Us	<p>Children will learn:</p> <ul style="list-style-type: none">• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)• About what harms and what improves the world in which they live
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