

St Elizabeth's Catholic Primary School



RELATIONSHIP SEX AND HEALTH EDUCATION POLICY

May 2021

Chair of Governors	Cathie McDonald Hollis
Headteacher	Liam Daniels
Date adopted: May 2021	Review Date: May 2022

Live Love Learn

Rationale

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

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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/RSHE 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 Relationship, Sex and Health Education 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.

Aim

St Elizabeth’s Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today’s world.

Our School’s mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource ‘Journey In’ Love 2020 we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the Statutory curriculum intent will be met by using a cross curricular approach. There are many opportunities throughout the curriculum but the subjects most involved in providing discrete opportunities for teaching and learning of the RSHE curriculum are: RE, through the Come and See programme, PSHE, Science, Computing and PE. For further details on how this will be covered in each year group, please see the curriculum plan in the appendices.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at St Elizabeth's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At St Elizabeth's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – staff involved included: Liam Daniels (HT), Olivia Schofield (DHT), Lisa Jewel (RE Lead) and Rebecca O'Connor (PSHE Lead). All DFE guidance and local Liverpool Archdiocese guidance was used to inform the policy.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations (12th April 2021).
3. Parent/stakeholder consultation – due to Covid restrictions, parent consultation was completed via a questionnaire (April 2021) Parents were invited to completed the questionnaire and there was then an opportunity for parents who requested further information to communicate with a member of SLT to discuss any further issues.

The policy was also sent to link Governors and the Chair of Governors prior to ratification. (April 2021)

4. Pupil consultation – through pupil voice questionnaires we investigated what pupils understood about the RSHE curriculum, what they value and how we could develop the subject further (May 2021)
5. Ratification – after consultation, the policy was an agenda item at the Curriculum Committee and ratified. (May 2021)

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents, Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes *sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted the PSHE Association Primary Scheme of Work.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Roles and Responsibility

The Governing Body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6* (see right of withdrawal)

Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey In Love the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Monitoring arrangements

The delivery of RSHE is monitored by Olivia Schofield, Lisa Jewell and Rebecca O'Connor by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

The policy will be agreed annually by the governors and reviewed annually.

Resources

The PSHE Association

www.psheassociation.org.uk

Early Years Foundation Stage

Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage One

Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage Two

Journey In Love 2020

Purple Mash – Online Safety

Appendix 1

St Elizabeth's PSHE Curriculum Map



St Elizabeth's Catholic Primary School

PSHE

CORE THEME 1: HEALTH AND WELLBEING			
KS1 Learning opportunities in Health and Wellbeing <i>Pupils Learn...</i>		KS2 Learning opportunities in Health and Wellbeing <i>Pupils Learn...</i>	
Healthy lifestyles (physical wellbeing)			
H1. about what keeping healthy means; different ways to keep healthy	Y1 PE throughout the year. DT fruit skewers Summer 1. Y2 PE throughout year Summer term Science Animals including humans	H1. how to make informed decisions about health	Y3 Science Autumn 1 JIL Physical Y4 Autumn 1 Science What happens to the food we eat? Y5 Nuffield Programme Aut Y6 Science Human Body Aut 1
H2. about foods that support good health and the risks of eating too much sugar	Y1 DT fruit skewers Summer 1. Y2 Science Animals including humans Summer term DT cooking unit Summer 1	H2. about the elements of a balanced, healthy lifestyle	Y3 Science Autumn 1 JIL Physical Y5 Nuffield Programme Aut Y6 Science Human Body Aut 1 Y6 Yoga Spring 2
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	Y1 X2 PE lessons per week. Active literacy/maths/phonics. Y2 PE throughout year, daily physical brain breaks	H3. about choices that support a healthy lifestyle, and recognise what might influence these	Y3 Science Autumn 1 JIL Physical Mindful Day Whole School Spr

	Science Animals including humans Summer term		Y6 Science Human Body Aut 1 Y6 Yoga Spring 2
H4. about why sleep is important and different ways to rest and relax	Y1 Mindfulness day whole school Spring. Occasional calming music during class time. Stories about having a good bedtime routine. Y2 Mindfulness day whole school Spring	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	Y3 Science Autumn 1 JIL Physical Mindful Day Whole School Spr Y6 GANGS Autumn 1 Y6 Science Human Body Aut 1 Y6 Sats preparation Spring
H5. simple hygiene routines that can stop germs from spreading	Y1 Posters at sinks. Children supervised handwashing before lunch. Y2 Daily handwashing before food, the importance of using tissues to catch coughs and sneezes	H5. about what good physical health means; how to recognise early signs of physical illness	Y3 Science Autumn 1 JIL Physical Y4 Autumn 1 Science What happens to the food we eat? Y5 PE Fitness Aut 1 Y4 KS2 PSHE Dental Health Lesson
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	Y1 books, class discussions. Prepare children for flu sprays given in school. Y2 Partly through CAFOD units in Come and See	H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	Y3 Science Autumn 1 JIL Physical Y5 Nuffield Programme Aut Y6 Science Human Body Aut 1 Y6 Sats preparation Spring
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	PSHE Lesson Y1 & Y2 Autumn term	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	Y3 Science Autumn 1 JIL Physical PE Autumn 1 Fundamental Skills Y4 AUTUMN PE Fitness Then discussed during every PE unit.

			<p>Y5 PE Fitness Aut 1</p> <p>Y6 Science Human Body Aut 1</p> <p>Y6 PE Fitness Aut 1</p> <p>Y6 Sats preparation Spring</p>
H8. how to keep safe in the sun and protect skin from sun damage	<p>Y1 & Y2 Activity Summer</p> <p>Y1 Texts to parents when weather likely to be hot to remind them to apply sunscreen.</p> <p>Science Seasonal change and weather topic throughout the year.</p> <p>Y2 Letter to parents in warmer weather, talk to children, permitted use of sunscreen in school.</p>	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	<p>Y3 Science Autumn 1</p> <p>JIL Physical</p> <p>Y5 Nuffield Programme Aut</p> <p>Y6 Computing Online safety Spring 1</p> <p>Y6 Sats preparation Spring</p>
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	<p>Y1 Books/videos/class discussions.</p> <p>Y2 Mindfulness day Spring Term.</p> <p>Computing Online Safety Spring 1</p>	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	<p>Y5 Science Summer 2 Animals including Humans</p> <p>Y6 Science Microorganisms Summer 1</p> <p>Y5/6 Drugs & Alcohol Lesson 1</p>
H10. about the people who help us to stay physically healthy	<p>Y1 Come and See- People who help us. School Nurse flu sprays.</p> <p>Y2 Come and See – Thanksgiving</p>	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	<p>Y6 Science Microorganisms Summer 1</p> <p>Y3/4 Drugs & Alcohol Lesson 1</p> <p>Y5/6 Drugs & Alcohol Lesson 1</p>
		H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices,	<p>Y3 Science Autumn 1</p> <p>Y6 Science Human Body Aut 1</p>

		smoothies and fruit teas; the effects of smoking)	
		H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	All years Spring/Summer
		H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	Y3 Autumn 2 Internet Safety ICT Y4 ICT Autumn 2 On-line safety Safer Internet Day Whole Sch Y6 Computing Online safety Spring 1
		H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	Y3 JIL physical/emotional Y4 Not lesson specific, however discussed at every opportunity. Safer Internet Day Whole Sch Y6 GANGS Autumn 1 Y6 Computing Online safety Spring 1
MENTAL HEALTH			
H11. about different feelings that humans can experience	Y1 Specially themed books for bereavement, jealousy, being scared etc. Role play opportunities in subjects. Y2 Through stories, English units, Come and See – Opportunities Mindfulness day.	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	Music warmups KS2 KS2 singing Y3 JIL Spring 1 Y4 Not lesson specific, however discussed at every opportunity. Mindful Day Whole School Spr Y6 Computing Online safety Spring 1 Y6 Sats preparation Spring

H12. how to recognise and name different feelings	<p>Y1 through stories above Reference to Disney's 'Inside Out' movie.</p> <p>Y2 Through stories, English units, Come and See – Opportunities</p> <p>Mindfulness day.</p>	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	<p>Y3 JIL Spring 1</p> <p>Y4 RE Various topics throughout the year</p> <p>Aut people</p> <p>Spring Community</p> <p>Sum Building Bridges</p> <p>Mindful Day Whole School Spr</p> <p>Y6 Science Human Body Aut 1</p> <p>Y6 PE Fitness Aut 1</p> <p>Y6 Computing Online safety Spring 1</p> <p>Y6 Sats preparation Spring</p> <p>Y6 Yoga Spring 2</p>
H13. how feelings can affect people's bodies and how they behave	<p>Y1 Use of Literacy shed, emotional literacy throughout the year.</p> <p>Y2 Through stories, English units, Come and See – Opportunities</p> <p>Mindfulness day</p>	H17. to recognise that feelings can change over time and range in intensity	<p>Mindful Day Whole School Spr</p> <p>Y3 JIL emotional Spring 2</p> <p>Y6 Art Mood Portraits Aut 1</p> <p>Y6 RE Loving Topic 1</p> <p>Y6 Dance Aut 2</p> <p>Y6 English Dairy & Letters Spring 1</p> <p>Y6 English Narrative Spring 2</p> <p>Y6 Sats preparation Spring</p>
H14. how to recognise what others might be feeling	<p>Y1 Guided reading opportunities, comprehensions, video clips.</p> <p>Come and see topics, particularly Change and Being Sorry.</p> <p>Y2 Through stories, English units, Come and See – Opportunities</p>	H18. about everyday things that affect feelings and the importance of expressing feelings	<p>Y3 JIL emotional Spring 2</p> <p>Y4 Not lesson specific, however discussed at every opportunity.</p> <p>Mindful Day Whole School Spr</p> <p>Y6 Art Mood Portraits Aut 1</p>

	Mindfulness day		Y6 RE Loving Topic 1 Y6 Dance Aut 2 Y6 Sats preparation Spring
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	Y1 Through themed books. Come and see topics, particularly Change and Being Sorry. Y2 Through stories, English units, Come and See – Opportunities Mindfulness day.	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	Mindful Day Whole School Spr Y3 JIL emotional Spring 2 Y6 Art Mood Portraits Aut 1 Y6 RE Loving Topic 1 Y6 Dance Aut 2 Y6 English Dairy & Letters Spring 1 Y6 English Narrative Spring 2
H16. about ways of sharing feelings; a range of words to describe feelings	Y1 English topic descriptions of characters and their actions. Come and see topics, particularly Change. Being Sorry and Belonging. Y2 Through stories, English units, Come and See – Opportunities Mindfulness day.	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	Mindful Day Whole School Spr Y3 JIL emotional Spring 2 Y6 GANGS Autumn 1 Y6 Dance Aut 2 Y6 RE Sources Spring 1 Y6 RE Death & New Life Spring 2 Y6 Yoga Spring 2 Y6 Sats preparation Spring
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	Music KS1 KS1 Singing Y1 Weekly PE lessons. Y2 Mindfulness day Spring term Weekly PE lessons.	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	Mindful Day Whole School Spr Y6 Computing Online safety Spring 1 Y6 Sats preparation Spring
H18. different things they can do to manage big feelings, to help calm themselves down	Music KS1 KS1 Singing	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is	Mindful Day Whole School Spr

and/or change their mood when they don't feel good	<p>Y1 Allow opportunities for time out, drinks, breaks.</p> <p>Y2 Mindfulness activities, access to a quiet area, sensory equipment, rest breaks, movement breaks</p>	important to discuss feelings with a trusted adult	<p>Y5 Nuffield Programme Aut</p> <p>Y6 Computing Online safety Spring 1</p> <p>Y6 RE Death & New Life Spring 2</p> <p>Y6 Sats preparation Spring</p>
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	<p>Y1 Regular class discussions, circle time activities. Discussions related to stories dealing with particular emotions.</p>	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	Y6 RE Death & New Life Spring 2
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	<p>Y1 Story books about bereavement/loss. Come and see topics, particularly Change, Special People and Holidays and Holydays.</p> <p>Y2 Come and See – Opportunities, Spread the Word, English Units, stories</p>	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	<p>Y4 Not lesson specific, however discussed at every opportunity.</p> <p>Y6 GANGS Autumn 1</p> <p>Y6 History Slavery Spring 1</p> <p>Y6 Science Evolution Sum2</p> <p>Y6 Transition Summer</p>
Ourselves, growing and changing			
H21. to recognise what makes them special	<p>Y1 Come and See topics, particularly Special People and Families.</p> <p>Y2 Come and See topics</p>	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	<p>Music Curriculum KS2</p> <p>KS2 singing</p> <p>Y4 RE Autumn Topic 1 People</p> <p>Topic 3 Gift</p> <p>Spring topic 3 Self-discipline</p> <p>Mindful Day Whole School Spr</p> <p>Y5 Nuffield Programme Aut</p>

H22. to recognise the ways in which we are all unique	<p>Y1 Come and See topics, particularly Special People, Families, Belonging and Neighbours.</p> <p>Science topic, Animals including Humans Autumn 2 Spring 2</p> <p>Y2 Come and See topics.</p>	H26. that for some people gender identity does not correspond with their biological sex	<p>JIL Y1 naming external body parts.</p> <p>By the end of KS2 children will have addressed this when thinking about how people identify. You may look at it through gender stereotypes (bullying) or a story.</p> <p>KS2 JIL</p>
H23. to identify what they are good at, what they like and dislike	<p>Y1 Observations of children in lessons/play. 1-1 discussions.</p> <p>Come and see Special People topic.</p> <p>Y2 Start of year 'getting to know you' activities</p>	H27. to recognise their individuality and personal qualities	<p>Y3 JIL intellectual</p> <p>Y4 RE Aut topic 3 GIFT</p> <p>Mindful Day Whole School Spr</p> <p>Y5 Nuffield Programme Aut</p> <p>Y6 RE Voc & Com Topic 2</p> <p>Y6 RE Expectations Aut 2</p> <p>Y6 RE Sources Spring 1</p>
H24. how to manage when finding things difficult	<p>Y1 Encouraged to always ask adults for help.</p>	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	<p>Music curriculum KS2</p> <p>KS2 singing</p> <p>Music clubs</p> <p>Y4 RE Aut topic 3 GIFT</p> <p>Mindful Day Whole School Spr</p> <p>Y5 Nuffield Programme Aut</p> <p>Y6 GANGS Autumn 1</p> <p>Y6 Andrew Grant Autumn 1</p> <p>Y6 RE Sources Spring 1</p> <p>Y6 RE Common Good Sum 2</p>

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	<p>Y1 Science topic, Animals including Humans Autumn 2 Spring 2</p> <p>Y2 Science Summer Term Animals including humans</p> <p>Y1 NSPCC Resource PANTS Journey In Love</p>	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	<p>Mindful Day Whole School Spr</p> <p>Y5 Nuffield Programme Aut</p> <p>Y6 Andrew Grant Autumn 1</p> <p>Y6 RE Expectations Aut 2</p> <p>Y6 RE Death & New Life Spring 2</p>
H26. about growing and changing from young to old and how people's needs change	Y1 'Once there were giants' story. Come and See topic-Changes. History topics, questionnaires for grandparents.	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	<p>Y5 Science Animals... Sum 2</p> <p>Y6 Journey In Love Summer 2</p> <p>Y4 Journey In Love</p>
H27. about preparing to move to a new class/year group	<p>Y1 Visits to new class, stories read to children by their new teacher regularly in the Summer term.</p> <p>Y2 Summer Term work on transition</p> <p>Autumn 1 RE topic Beginnings</p>	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	<p>Y3 JIL Physical</p> <p>Y5 Science Summer 2 Animals including Humans</p> <p>Y5 Journey In Love</p> <p>Y6 Journey In Love Summer 2</p>
		H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	<p>Y5 Science Summer 2 Animals including Humans</p> <p>Y6 Journey In Love Summer 2</p> <p>Y6 Sats preparation Spring</p>
		H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	Y6 Journey In Love Summer 2
		H34. about where to get more information, help and advice about growing and changing, especially about puberty	<p>Y5 Science Summer 2</p> <p>Animals Including Humans</p>

			Y6 Journey In Love Summer 2
		H35. about the new opportunities and responsibilities that increasing independence may bring	Y6 Transition Summer
		H36. strategies to manage transitions between classes and key stages	Y4 School approach, Meeting new teacher etc Y6 Transition Summer
Keeping Safe			
H28. about rules and age restrictions that keep us safe	Y1 Assemblies. Posters. Writing class rules September. Computing – online safety links. Y2 Computing online safety Spring 1.	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	Y3 Autumn 2 Internet Safety Y4 ICT AUT 2 On-line safety Y6 GANGS Autumn 1 Y6 Computing Online safety Spring 1
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	Y1 classroom rules- discuss they are there to keep us safe. Discussions about playground safety. Road Safety.	H38. how to predict, assess and manage risk in different situations	Y6 GANGS Autumn 1 Y6 PE All lessons Aut 1 Y6 Mersey rail/Road Safety
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	Y1/2 Drugs & Alcohol Lesson 3	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe	Y6 Mersey rail/Road Safety
H31. that household products (including medicines) can be harmful if not used correctly	Y1 Discussions about children's inhalers and any other medicine brought into school. Y1/2 Drugs & Alcohol Lesson 3	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	Y3/4 Drugs & Alcohol Lesson 1 Y5/6 Drugs & Alcohol Lesson 1
H32. ways to keep safe in familiar and unfamiliar environments (e.g.	Y1 Road Safety	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	Y6 GANGS Autumn 1 Y6 Computing Online safety Spring 1

beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely		firework safety; safe use of digital devices when out and about	Y6 Mersey rail/Road Safety
H33. about the people whose job it is to help keep us safe	Y1 Come and see Special People topic	H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	Y3 RE Journeys Spring 1 Y4 ICT AUT 2 On-line safety Y5 Safer Internet Day Y6 Computing Online safety Spring 1
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Y1 NSPCC Assembly. Computing – Online safety unit Autumn 1. Internet Safety Days. Y2 Computing online safety Spring 1.	H43. about what is meant by first aid; basic techniques for dealing with common injuries	Y3-Y6 British Red Cross Online Resources
H35. about what to do if there is an accident and someone is hurt	Y1 Class discussions/stories.	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	Y3-Y6 British Red Cross Online Resources
H36. how to get help in an emergency (how to dial 999 and what to say)	Y1/2 British Red Cross Online Resources	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk	Y6 Summer
Drugs, alcohol and tobacco			
H37. about things that people can put into their body or on their skin; how these can affect how people feel	Y1/2 Drugs & Alcohol Lesson 1	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	Y3/4 Drugs & Alcohol Lesson 2 Y5/6 Drugs & Alcohol Lessons 2 & 3

		H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	Y3/4 Drugs & Alcohol Lesson 2 Y5/6 Drugs & Alcohol Lessons 2 & 3
		H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	Y6 GANGS Autumn 1 Y5/6 Drugs & Alcohol Lessons 2 & 3
		H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	Y3/4 Drugs & Alcohol Lesson 2 Y5/6 Drugs & Alcohol Lesson 4
		H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	Y3/4 Drugs & Alcohol Lesson 2 Y5/6 Drugs & Alcohol Lesson 4
CORE THEME 3: Living In The Wider World			
KS1 Learning opportunities in Living in the Wider World <i>Pupils Learn...</i>		KS2 Learning opportunities in Living in the Wider World <i>Pupils Learn...</i>	
Shared Responsibilities			
L1. about what rules are, why they are needed, and why different rules are needed for different situations	Y1 Class rules and whole school rules Y2 Reinforced throughout the year.	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	Y4 RE spring topic 1 community Y6 GANGS Autumn 1 Y6 RE Loving Topic 1 Y6 RE Witness Summer 1
L2. how people and other living things have different needs; about the responsibilities of caring for them	Y1 Science – Plants and Animals topics Autumn, Spring 2, Summer 2. Trip to farm Summer term. Y2 CAFOD R.E. units Science Animals including Humans Summer Term	L2. to recognise there are human rights, that are there to protect everyone	Y6 History Slavery Spring 1 Y6 RE Witness Summer 1

L3. about things they can do to help look after their environment	<p>Y1 Class eco council representative. Children help to care for school garden and wider school.</p> <p>Science- Materials topics Spring 1, Summer 1.</p> <p>Y2 CAFOD R.E. units</p> <p>Science – visit to Veolia Recycling Centre Autumn Term</p>	L3. about the relationship between rights and responsibilities	<p>Y6 Geography LK & HG Autumn 2</p> <p>Y6 History Slavery Spring 1</p> <p>Y6 RE Witness Summer 1</p>
		L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	<p>Y4 RE continuous discussion through all topics</p> <p>Y5 RE CAFOD Summer 2</p> <p>Y6 RE Sources Spring 1</p>
		L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	<p>Eco Council</p> <p>Y5 RE CAFOD Summer 2</p> <p>Y6 Geography LK & HG Autumn 2</p> <p>Y6 RE Common Good Sum 2</p>
Communities			
L4. about the different groups they belong to	Y1 Come and See – Belonging topic.	L6. about the different groups that make up their community; what living in a community means	<p>Y3 RE Journeys Spring 1</p> <p>Y4 RE spring topic 1 community</p> <p>Y5 RE Life Choices Topic 2</p> <p>Y5 RE Community Topic 4</p> <p>Y6 RE Sources Spring 1</p> <p>Y6 RE Common Good Sum 2</p>
L5. about the different roles and responsibilities people have in their community	Y1 Come and See – Special people	L7. to value the different contributions that people and groups make to the community	<p>Y3 RE Journeys Spring 1</p> <p>Y4 RE spring topic 1 community</p> <p>Y5 RE Life Choices Topic 2</p>

			Y5 RE Community Topic 4
L6. to recognise the ways they are the same as, and different to, other people	Y1 Come and See – Families.	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	Y5 RE Judaism Aut 1 Sum 2 Y6 RE Judaism Aut 1 Sum 2 Y6 History Slavery Spring 1
		L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	Y6 History Slavery Spring 1 Y6 English Speech Spring 2
		L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	Y6 History Slavery Spring 1 Y6 RE Witness Summer 1
Media literacy & digital resilience			
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	Y1 Computing Online Safety Autumn 1. Internet Safety Day. Y2 Computing Online Safety Spring 1	L11. recognise ways in which the internet and social media can be used both positively and negatively	Safer Internet Day Y3 Online Safety ICT Autumn 2 Y6 Computing Online safety Spring 1
L8. about the role of the internet in everyday life	Y1 Internet Safety Day Researching for information in subjects. Y2 Computing Online Safety Spring 1	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	Y3 Online Safety ICT Autumn 2 Y4 ICT Summer Effective searching Y6 Computing Online safety Spring 1
L9. that not all information seen online is true	Y1 Computing Online Safety Unit Autumn 1. Internet Safety Days. Y2 Computing Online Safety Spring 1	L13. about some of the different ways information and data is shared and used online, including for commercial purposes	Y3 Online Safety ICT Autumn 2 Y6 Computing Online safety Spring 1

		L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	Y6 Computing Online safety Spring 1
		L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	Y3 Online Safety ICT Autumn 2 Y6 Computing Online safety Spring 1
		L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Y3 Online Safety ICT Autumn 2 Y6 Computing Online safety Spring 1
Economic wellbeing: Money			
L10. what money is; forms that money comes in; that money comes from different sources	Y1 Maths money topic and ongoing in the shop play area. Y2 Maths, charity and fundraising activities	L17. about the different ways to pay for things and the choices people have about this	Y4 In discussion with Nat West and Metro Bank regarding support for children with money awareness. Will continue after lockdown.
L11. that people make different choices about how to save and spend money	Y1 Maths money topic	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	Y6 RE Common Good Sum 2
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	Y1/2 Summer	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Y6 Geography LK & HG Autumn 2 Y6 RE Common Good Sum 2
L13. that money needs to be looked after; different ways of doing this	Y1 Maths- money boxes.	L20. to recognise that people make spending decisions based on priorities, needs and wants	Y6 Geography LK & HG Autumn 2 Y6 RE Common Good Sum 2

		L21. different ways to keep track of money	Y6 Summer
		L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	Y6 Summer
		L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	Y6 Summer
		L24. to identify the ways that money can impact on people's feelings and emotions	Y6 Summer
Economic Wellbeing: Aspirations, work and career			
L14. that everyone has different strengths	Music curriculum KS1, KS1 singing Music clubs Y1 Come and See – Change topic.	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	Music curriculum KS2 Music clubs Y3 JIL spiritual Y4 RE Aut topic 3 GIFT Y5 RE Ourselves Topic 1 Y6 Andrew Grant Autumn 1 Y6 RE Voc & Com Topic 2
L15. that jobs help people to earn money to pay for things	Y1/2 Summer	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	Y6 Andrew Grant Autumn 1 Y6 RE Voc & Com Topic 2 LOUD Job skills, Influences and Goals resources
L16. different jobs that people they know or people who work in the community do	Y1 Come and See – Special People topic.	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	Y6 RE Voc & Com Topic 2
L17. about some of the strengths and interests someone might need to do different jobs	Y1/2 Summer LOUD Job skills, Influences and Goals resources	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to	Y6 Andrew Grant Autumn 1 Y6 RE Voc & Com Topic 2

		certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	Y6 Transition Summer LOUD Job skills, Influences and Goals resources
		L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	Y6 RE Voc & Com Topic 2 Y6 Transition Summer
		L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Y6 OAA Summer 2
		L31. to identify the kind of job that they might like to do when they are older	Y6 RE Voc & Com Topic 2 Y6 Transition Summer LOUD Job skills, Influences and Goals resources
		L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	Y6 Transition Summer

Come and See and Relationship and Sex Education



Introduction

The following is intended as a guide for linking Relationship and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, PSHE etc.

EARLY YEARS		
MYSELF	God knows and loves each one	<ul style="list-style-type: none"> • Each one's name is important • I am special and have a special name • I have a family name • Everyone is precious to God
WELCOME	Baptism a welcome to God's family	<ul style="list-style-type: none"> • How we are made to feel welcome • How do we show others that they are welcomed? • How is a baby welcomed into a family
BIRTHDAY	Looking forward to Jesus' birthday	<ul style="list-style-type: none"> • Why do we celebrate birthdays? • What a birthday is • What people do while they wait for a birthday • Some of the ways birthdays are celebrated
CELEBRATING	People celebrate in church	<ul style="list-style-type: none"> • Why is celebrating important? • What is good about celebrating together? • What a celebration is • Different elements of celebration • Different ways of celebrating
GATHERING	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> • Why do we gather together? • How we gather as a church/parish family • What are the things that are better done together and why • The importance of gathering
GROWING	Looking forward to Easter	<ul style="list-style-type: none"> • The ways in which we grow • That spring is a time when things begin to grow

		<ul style="list-style-type: none"> The ways in which we can grow in love to be more like Jesus
GOOD NEWS	Passing on the Good News of Jesus	<ul style="list-style-type: none"> How they and others feel when they have good news. The joy and happiness the good news brings That everyone has good news to share
FRIENDS	Friends of Jesus	<ul style="list-style-type: none"> how friends make us feel happy, comfortable and glad What breaks and mends friendships: It is good to have friends How we can change and say sorry and forgive each other
OUR WORLD	God's wonderful world	<ul style="list-style-type: none"> How wonderful our world is How we could make God's world even more wonderful What would happen if we did not look after our world? What we love about our world. What fills us with wonder about our world. Everyone shares God's world. How we would feel if we did not work together to share God's world.

YEAR 1		
FAMILIES	God's love and care for every family	<ul style="list-style-type: none"> How families show love and care for each other. God's love and care for them and their families. How God shows love and care for individuals, families and all of creation
BELONGING	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> What it feels like to belong The experience of belonging to their family and the Church family How babies are welcomed into the Church family.? Parents are blessed.
WAITING	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> How we feel when we are waiting Why waiting can be difficult at times Others may help us as we wait We can help others.
SPECIAL PEOPLE	People in the parish family	<ul style="list-style-type: none"> Special people help us What makes a person special How we can love and serve each other There are people who do special jobs at Mass when the parish family gathers Some of ways in which these people help
MEALS	Mass; Jesus' special meal	<ul style="list-style-type: none"> What important for a happy meal What makes a family meal special. Preparation for a meal. How we love and serve Jesus How it is good to say thank you for our meals

CHANGE	Lent a time for change	<ul style="list-style-type: none"> • How the season change. • The ways we change and grow in love and kindness. • How we can change and make a new start in Lent.
HOLIDAYS AND HOLYDAYS	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> • Why are holidays different from ordinary days • What makes holidays happy times • How holidays are times to relax and do something different • We should thank God for holidays and our wonderful world
BEING SORRY	God helps us to choose well	<ul style="list-style-type: none"> • Making choices that help us feel happy. • Making choices that make us feel unhappy. • What helps us to make good choices. • How would it be if everyone followed Jesus' new rule to 'love one another'. • Sometimes hard to say sorry and to forgive. • It is good to say sorry • The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.
NEIGHBOURS	Neighbours share God's world	<ul style="list-style-type: none"> • Who is our neighbour? • What makes a good neighbour • How we can be a good neighbour • What happens if someone is not a good neighbour

YEAR 2

BEGINNINGS	God is present in every beginning	<ul style="list-style-type: none"> • How you feel when you begin anything new • Why some beginnings are easy and some are difficult • How we begin our day • How each day is a new beginning. • God cares for everyone. • God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	<ul style="list-style-type: none"> • The meaning and importance of some symbols in life. • The power of symbols to convey meaning • Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> • Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times? • What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	<ul style="list-style-type: none"> • The importance of books in our lives. • The need for books • How books can help us

THANKSGIVING	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> • How you feel when you thank others • How you feel when you are thanked • Why we thank God our Father • How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> • How each day offers opportunities for good • What helps a person choose well • The opportunity of Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> • The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus • How the Holy Spirit helps Christians • Jesus has promised us new life
RULES	Reasons for rules in the Christian family	<ul style="list-style-type: none"> • The importance for ourselves and others of keeping rules. • How rules are necessary in life • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others • The good feeling when people make up • The difference between doing something accidentally and on purpose. • The importance and helpfulness of examining your conscience every day. • A sorry prayer
TREASURES	God's treasure; the world	<ul style="list-style-type: none"> • What we treasure • What treasures do we share? • We are God's treasure • How we thank God for the treasures of our world • How we should treat the treasures of this earth

Year 3		
HOMES	God's vision for every family	<ul style="list-style-type: none"> • What makes a house a home • What makes home a special place for you • What makes a house a home • Why is family important • The respect of parents and children for one another • What do you like to do at home, on your own and as a family • What do people do for you at home, that makes you feel special • What is sometimes difficult about sharing and being part of a group at home • God's dream for every family • God is always there

PROMISES	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> • What is good about being in a group • Why we have rules • The importance of making promises • How some promises are more difficult to keep than others • The link between the promises made the consequences of actions following the promise. • The role of parents and godparents in bringing up the child in the Faith • What it means to live a child of the Light
VISITORS	The coming of Jesus	<ul style="list-style-type: none"> • How we welcome visitors • How we feel as a visitor • The importance of preparing for visitors. • The joys and demands of visitors
JOURNEYS	Christian family's journey with Jesus	<ul style="list-style-type: none"> • Each year has its special times and seasons • Life is a journey • Who is with you on the journey • What makes it good • difficulties times in the life's journey • What/who helps • How we help one another on the journey
LISTENING & SHARING	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> • The cost of sharing • The joys of sharing • The importance of listening well and sharing. • The joys and difficulties of listening and sharing • How feelings affect our own and others desire to listen and to share.
GIVING ALL	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> • Why people are brave and give themselves to others • The demands of total giving in terms of time and giving up something you what to do • How people give themselves to others • Those in need and how we might help them. • Lent an opportunity for giving, growing in goodness. • Jesus' total giving
ENERGY	Gifts of the Holy Spirit	<ul style="list-style-type: none"> • The energy of wind and of fire. • The best use of power of wind and fire • The inspiration of the Holy Spirit • The power and energy of the Holy Spirit • The prayer to the Holy Spirit • The gifts of the Holy Spirit • Christians can use the gifts of the Holy Spirit to help others.
CHOICES	The importance of examination of conscience	<ul style="list-style-type: none"> • The meaning of choice and consequence • The importance of making good choices • What helps in making good choices • Consequences of choices • What it means to examine your conscience

		<ul style="list-style-type: none"> How God is always forgiving
SPECIAL PLACES	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> How places become special? What makes a place special? Special places for you and your family? Why is our heart a special place? Keeping our world a special place? Why do Christians want to keep the world a special place?

YEAR 4

PEOPLE	The family of God in Scripture	<ul style="list-style-type: none"> The importance of families Family relationships Respect for those who gave us life.
CALLED	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> Our response to being chosen What it feels like to be chosen Why it is difficult to make a response in some situations Giving up something else when you are chosen. What help do you need to choose The work of the Holy Spirit in our lives The work of the Holy Spirit in the lives of Christians What it is to live in the light of Christ The commitment of people who respond to the call of God
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> What you value most about the gift of friendship What you offer others in your friendship Why the gift of love and friendship is important The joys and demands of friendship The commitment required by the gift of love and friendship.
COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> The meaning of <i>community</i> The advantages of being part of a <i>community</i>? What helps to build up <i>community</i> The demands of being part of a <i>community</i>? Why people give time and service in helping others in their community The causes of a breakdown of a <i>community</i> How the parish community celebrates together and supports one another
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> Your experience of giving and receiving. The importance of giving and receiving? The joys and demands of giving and receiving? Why it is important to live in communion

		<ul style="list-style-type: none"> • Ways in which we live and grow in communion. • How the Eucharist challenges and enables living and growing in communion?
SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> • The experience of giving up something and be very disciplined for a good reason. • How to be self disciplined • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	<ul style="list-style-type: none"> • What you do when life is difficult • The experience of good news bringing life and happiness. • How the power of the Holy Spirit helps Christians today
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> • What makes friendships strong • How decisions about friendship are informed by beliefs and values. • How friendships are built • How friendships may be restored when they have been broken • Sin and the importance of examining of your conscience • The greatest commandment, love of God and others • The meaning of contrition and of absolution • Forgiveness of others
GOD'S PEOPLE	Different saints show people what God is like.	<ul style="list-style-type: none"> • What makes a person do extraordinary things? • How ordinary people do extraordinary things. • The qualities you admire in others • How true happiness can be found • How you can do extraordinary things

YEAR 5

OURSELVES	Created in the image and likeness of God	<ul style="list-style-type: none"> • Talents and qualities you admire in others • Your own talents and qualities and how you use them • Identify qualities in anyone else • How talents and qualities are developed. • We are made in the likeness of God • What being unique means • God's love for us • How Christians are called to live in peace. • How people are made in God's image and likeness might live
LIFE CHOICES	Marriage, commitment and service	<ul style="list-style-type: none"> • The ingredients of a good friendship • What fidelity means and how it applies to friendship • Responsibilities friends have for one another • Difficulties and joys of friendships

		<ul style="list-style-type: none"> • What is important for friendship to thrive • What it feels like to have faithful friend • Jesus' advice about relationship? • The importance of fidelity, loyalty and commitment in maintaining a friendship • The importance of commitment and responsibility in relationships. • What it means to be committed • The work of Christian service • The Sacrament of Marriage • The symbols of the promises and the blessing of rings • All are called to live in love and service
HOPE	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> • Your experience of waiting • How people wait in different ways, for different things. • Why waiting is a mystery • How you can best use the time you spend waiting and what might help you • What you think about when you are waiting for something exciting • How you behave when you are waiting • The difference between <i>hope</i> and <i>expect</i> • Why people wait with hope • The coming of Jesus at the end of time • Advent is a time of waiting hopefully
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> • The demands and joys of being dedicated in your mission • Discovering your mission? • What inspires people in their mission • The joys and demands of engaging in a mission • The reasons why people want to help others. • How people carry out Jesus' mission today • Jesus' prayer for unity
MEMORIAL SACRIFICE	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> • Why memories are important • How it is possible to keep important memories alive • About sacrifice in daily life
SACRIFICE	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> • How you feel when you give • How you feel when you refuse to give. • The cost of giving. • How people decide whether or not to give • How those decisions are informed by beliefs and values • The costs or rewards of giving can be • That Lent is a season of giving to prepare for the Easter
TRANSFORMATION	Celebration of the Spirit's transforming power	<ul style="list-style-type: none"> • How people can use the energy of their minds for the good of others. • How people can use time and physical energy for the well being of others and why they should. • How energy can transform • How we can use our energy to transform ourselves

		<ul style="list-style-type: none"> • How we can use the energy from the earth's resources in a fair and sustainable way. • How the power of the Holy Spirit helps Christians today
FREEDOM & RESPONSIBILITY	Commandments enable Christians to be free & responsible	<ul style="list-style-type: none"> • What freedom parents have a right to • What freedom children have a right to. • What is responsible and irresponsible behaviour. • How rules can bring freedom • How people know the boundaries that their personal freedom gives them. • How freedom and responsibility are linked. • How people's perception of what their freedom allows may conflict with the expectation of others. • How importance of the Ten Commandments for Christians today. • How the Beatitudes show us a positive way of life. • Jesus teaching on the greatest commandments, love of God and others.
STEWARDSHIP	The Church is called to stewardship of Creation	<ul style="list-style-type: none"> • What I really care about • Showing concern for what I care for • The meaning of stewardship • Understanding the wonders of God's creation • People are made in the image and likeness of God • Christians can be good stewards. • The Christian's responsibility to take care of, to be a steward of the earth • The importance of ecology

YEAR 6

LOVING	God who never stops loving	<ul style="list-style-type: none"> • What unconditional love means • How love is shown • How you are loved and cared for • What members of your family do for each other • How you show love to others • How people have inspired and influenced you to show unconditional love to others • What it means to be truly loving • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving? • The scripture text that demonstrate God's unconditional love for everyone even when times are hard. • The challenge these passages present to Christians. • The Beatitudes and their meaning for today. • God's unconditional love and what this means. • By living in God's way, as Jesus showed us, we can grow in love.
---------------	----------------------------	--

VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<ul style="list-style-type: none"> • What it means to be committed? • Why people are committed? • The implications of lack of commitment • Whom shows commitment • How commitment affects the level of job satisfaction <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>
EXPECTATIONS	Jesus born to show God to the world	<ul style="list-style-type: none"> • The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down? • Patience is important in expectations • The difference between wishing and expecting. • The meaning of Advent
SOURCES	The Bible, the special book for the Church	<ul style="list-style-type: none"> • The kind of books which are the most helpful • Our lives are enriched by books. • The wonder of books and how they take a person beyond themselves • The presence of God in the words of Scripture • The care and reverence with which the Word of God is treated
UNITY	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> • Why friendships are important • The most important value in friendship • What helps a friendship to flourish • The kinds of behaviour that break a friendship • Those affected when a friendship is broken • Mending broken friendships • Becoming one with Christ and one another in Holy Communion • The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> • The affect of loss in everyday life • The change it brought • What remained the same • What is the best way to cope with loss • How people cope with loss and death • How death brings new life • Lent, a time to remember the suffering and death of Jesus
WITNESSES	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> • When to be a witness • How to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses • The witness of a local charity,
HEALING	Sacrament of the Sick	<p>Showing compassion and care for those who are ill Our attitude towards those people are ill in their minds Helping, caring and understanding those with a learning disability.</p>

		<ul style="list-style-type: none"> • What gives a person comfort when they are very ill • Why people give time and commitment to caring for others • Why we care for the sick • The Sacrament of Anointing brings comfort to those who are sick • The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	<p>How we build a fair and just world</p> <p>The difference between fairness and justice, unfairness and injustice</p> <p>Helping to promote the dignity and common good of one another</p> <p>Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"> • The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good • Something about Catholic Social Teaching

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

Appendix 4

Parent RSHE Questionnaire

Have your say on Relationship, Sex and Health Education

Which year group(s) is your child/ren in? Please circle

Nur Rec Y1 Y2 Y3 Y4 Y5 Y6

Are you aware of the school's current policy on Relationship and Sex Education?

Yes No Comment:

.....

Are you able to speak to your child about mental health matters?

Yes No Comment:

.....

Are you able to speak to your child about the different kinds of family relationships?

Yes No Comment:

.....

Are you able to speak to your child about general health and wellbeing

Yes No Comment

.....

Which of the following topics would you like to see covered more/less in school? Please circle

- Growing and Changing
- Similarities and differences
- Feelings
- Keeping safe (including internet and social networking)

Keeping yourself clean
Someone to talk to
Friendships
Families of all different kinds
How to seek help if needed
Harmful substances (Key Stage 1)
Drugs, alcohol and tobacco (Key Stage 2)
Choices and consequences
Mental Health
General Wellbeing
Gender stereotypes (Key Stage 1)
Gender and sexuality (Key Stage 2)
First Aid
Male and female body parts
Puberty (Key Stage 2)
Reproduction and birth (Key Stage 2)
Other? (Please specify)

Would you like the school to host a parents meeting to discuss the new Relationship, Sex and Health Education programme and to show you the resources that will be used?

Yes No Comment:

Please add any additional comments:

PUPIL QUESTIONNAIRE ON RSHE LESSONS

We would like to know how you feel about your Journey in Love and RSHE lessons. Please help us by filling in this questionnaire.

1. Which year are you in? <i>Please tick one box</i>	3	4	5	6

2. Please tick a box on each line to show how much you agree or disagree with each statement:

Views on RSE and RSHE lessons	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy our RSHE lessons				
I learn a lot in RSHE lessons				
I enjoy our Journey In Love lessons				
What we do in RSHE lessons is aimed too young for children of my age				
What we do in RSHE lessons is beyond what children of my age need				
A wide range of different activities is used in our RSHE lessons				
The activities in our RSHE lessons are interesting and engaging				
I feel comfortable sharing my ideas, views and opinions in RSHE lessons				

Other pupils listen to my ideas, views and opinions in RSHE lessons				
I know how well I am doing in RSHE lessons and what I need to do to improve				

3. Is there anything about people and relationships (such as **similarity and difference, respect, positive relationships, families**) that you would like to learn more about? Was anything missed out? What worked less well? Please explain.

4. Is there anything on **keeping minds and bodies healthy, managing growing up and changing, including puberty (such as feelings, hygiene, confidence, bodies)** that you would like to learn more about? Was anything missed out? What worked less well? Please explain.

5. Is there anything on **managing money, protecting the environment, communities (such as diversity, discrimination and stereotypes), the internet and social media, or careers** that you would like to learn more about? Was anything missed out? What worked less well? Please explain.

6. What is the best thing about RSHE lessons in our school?

7. Is there anything else that could be improved about RSHE lessons in our school?

8. Is there any before or after school activities linked to RSHE lessons that you would like?