

St Elizabeth's Catholic Primary School



RELATIONSHIP SEX AND HEALTH EDUCATION POLICY

September 2025

Chair of Governors	Cathie McDonald Hollis
Headteacher	Liam Daniels
Date adopted: May 2021	Review Date: September 2026

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 RED and 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 The 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. (Reviewed September 2025)

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 the PSHE Lead 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.

			Y5 PE Fitness Aut 1 Y6 Science Human Body Aut 1 Y6 PE Fitness Aut 1 Y6 Sats preparation Spring
H8. how to keep safe in the sun and protect skin from sun damage	Y1 & Y2 Activity Summer Y1 Texts to parents when weather likely to be hot to remind them to apply sunscreen. Science Seasonal change and weather topic throughout the year. Y2 Letter to parents in warmer weather, talk to children, permitted use of sunscreen in school.	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	Y3 Science Autumn 1 JIL Physical Y5 Nuffield Programme Aut Y6 Computing Online safety Spring 1 Y6 Sats preparation Spring
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	Y1 Books/videos/class discussions. Y2 Mindfulness day Spring Term. Computing Online Safety Spring 1	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	Y5 Science Summer 2 Animals including Humans Y6 Science Microorganisms Summer 1 Y5/6 Drugs & Alcohol Lesson 1
H10. about the people who help us to stay physically healthy	Y1 Come and See- People who help us. School Nurse flu sprays. Y2 Come and See – Thanksgiving	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	Y6 Science Microorganisms Summer 1 Y3/4 Drugs & Alcohol Lesson 1 Y5/6 Drugs & Alcohol Lesson 1
		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,	Y3 Science Autumn 1 Y6 Science Human Body Aut 1

		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	Y1 through stories above Reference to Disney's 'Inside Out' movie. Y2 Through stories, English units, Come and See – Opportunities Mindfulness day.	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	Y3 JIL Spring 1 Y4 RE Various topics throughout the year Aut people Spring Community Sum Building Bridges Mindful Day Whole School Spr Y6 Science Human Body Aut 1 Y6 PE Fitness Aut 1 Y6 Computing Online safety Spring 1 Y6 Sats preparation Spring Y6 Yoga Spring 2
H13. how feelings can affect people's bodies and how they behave	Y1 Use of Literacy shed, emotional literacy throughout the year. Y2 Through stories, English units, Come and See – Opportunities Mindfulness day	H17. to recognise that feelings can change over time and range in intensity	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 Y6 Sats preparation Spring
H14. how to recognise what others might be feeling	Y1 Guided reading opportunities, comprehensions, video clips. Come and see topics, particularly Change and Being Sorry. Y2 Through stories, English units, Come and See – Opportunities	H18. about everyday things that affect feelings and the importance of expressing feelings	Y3 JIL emotional Spring 2 Y4 Not lesson specific, however discussed at every opportunity. Mindful Day Whole School Spr Y6 Art Mood Portraits Aut 1

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

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

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	Y1 Science topic, Animals including Humans Autumn 2 Spring 2 Y2 Science Summer Term Animals including humans Y1 NSPCC Resource PANTS Journey In Love	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Mindful Day Whole School Spr Y5 Nuffield Programme Aut Y6 Andrew Grant Autumn 1 Y6 RE Expectations Aut 2 Y6 RE Death & New Life Spring 2
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	Y5 Science Animals... Sum 2 Y6 Journey In Love Summer 2 Y4 Journey In Love
H27. about preparing to move to a new class/year group	Y1 Visits to new class, stories read to children by their new teacher regularly in the Summer term. Y2 Summer Term work on transition Autumn 1 RE topic Beginnings	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)	Y3 JIL Physical Y5 Science Summer 2 Animals including Humans Y5 Journey In Love Y6 Journey In Love Summer 2
		H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	Y5 Science Summer 2 Animals including Humans Y6 Journey In Love Summer 2 Y6 Sats preparation Spring
		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	Y5 Science Summer 2 Animals Including Humans

			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	Y1 Class eco council representative. Children help to care for school garden and wider school. Science- Materials topics Spring 1, Summer 1. Y2 CAFOD R.E. units Science – visit to Veolia Recycling Centre Autumn Term	L3. about the relationship between rights and responsibilities	Y6 Geography LK & HG Autumn 2 Y6 History Slavery Spring 1 Y6 RE Witness Summer 1
		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	Y4 RE continuous discussion through all topics Y5 RE CAFOD Summer 2 Y6 RE Sources Spring 1
		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)	Eco Council Y5 RE CAFOD Summer 2 Y6 Geography LK & HG Autumn 2 Y6 RE Common Good Sum 2
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	Y3 RE Journeys Spring 1 Y4 RE spring topic 1 community Y5 RE Life Choices Topic 2 Y5 RE Community Topic 4 Y6 RE Sources Spring 1 Y6 RE Common Good Sum 2
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	Y3 RE Journeys Spring 1 Y4 RE spring topic 1 community Y5 RE Life Choices Topic 2

			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.

YEAR 5		
OURSELVES	Created in the image and likeness of God	• 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	• 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 • 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	• 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]	• The demands and joys 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	• 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	• 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	• 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 • 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	• 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	• 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	• 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	• 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 Responding to the call of Jesus Our mission in living out our baptismal vows
EXPECTATIONS	Jesus born to show God to the world	• 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	• 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.	• 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	• 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	• 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	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. • 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	How we build a fair and just world The difference between fairness and justice, unfairness and injustice

		Helping to promote the dignity and common good of one another Beatitudes; a guide from Jesus about how to live life. • 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
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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

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?