



**ST CHARLES'**  
**CATHOLIC PRIMARY**  
**SCHOOL**

**RELATIONSHIP, HEALTH AND**  
**SEX EDUCATION (RSHE)**  
**POLICY**

<b>RELATIONSHIP HEALTH AND SEX EDUCATION POLICY</b>	
<b><u>Agreed June 2021</u></b>	<b><u>Date of Review June 2024</u></b>

**Our Mission at St Charles' Catholic Primary School is to...**  
**LOVE, LEARN, GROW TOGETHER**

**St. Charles' Catholic Primary School**

**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 Charles' 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 our RSHE curriculum using Journey in Love, Life to the Full No Outsiders, Go Givers and the PSHE Association. Our curriculum is inextricably linked to our Mission to ensure we provide the knowledge, skills and character development to enable your children to fulfil their dreams. We provide an environment in which the dignity of each person as a child of God is recognised and developed and promote the full potential of each child through a curriculum that develops spiritual, academic, social and emotional growth.

At St Charles' Catholic Primary School, we have endeavoured to develop a curriculum that not only engages our children but also reflects them. We have a rich and varied community of children who have dreams and ambitions, and with the love of God these can come true. As so, we have collaborated as a staff to create a curriculum that is founded in knowledge and that enables us to broaden the children's horizons as far as possible during their time in the school, enabling us to consider social justice and provide the best for our children moving forwards. Our aim is that the best learning opportunities will be provided regardless of ability, race, gender or age. Our curriculum will build knowledge on prior learning, engage and enhance natural curiosity and develop the attitudes to be a lifelong learner.

### **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Charles' 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 Charles' 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:

Review – Mrs R Dean, Mrs R Battersby and Mrs J Redfern

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parent/stakeholder consultation – post COVID19 and when local and national restrictions allow parents and any interested parties including the Diocesan adviser/schools officers will be invited to attend meetings about the policy.

Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education.

Ratification – once amendments were made, the policy was shared with governors and ratified.

### **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 and Primary toolkit.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they 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 Responsibilities**

### **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 Mrs R Dean, Mrs R Battersby and Mrs J Redfern 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.

This policy will be agreed annually by the governors and reviewed every three years.

## Resources

- The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Journey in Love 2020
- Life to the Full
- No Outsiders
- Go Givers
- The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)
- CEOP – National Crime Agency Command
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## Appendix 1

### Primary Relationships Education Statutory Learning Opportunities

#### Families and people who care for me

That families are important for children growing up because they can give love, security and stability	EYFS, Year 1, Year 2, Year 3, Year 4
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Year 1, Year 2, Year 3
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 3, Year 4, Year 6

#### Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS, Year 1, Year 2, Year 3, Year 5, Year 6
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	EYFS, Year 3, Year 5, Year 6
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Year 1, Year 3, Year 4, Year 6

#### Respectful relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
Practical steps they can take in a range of different contexts to improve or support respectful relationships	EYFS, Year 2, Year 3, Year 4, Year 5, Year 6

The conventions of courtesy and manners	EYFS, Year 1, Year 3, Year 4, Year 5, Year 6
The importance of self-respect and how this links to their own happiness	Year 1, Year 3, Year 4, Year 5, Year 6
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	EYFS, Year 2, Year 3, Year 4, Year 5, Year 6
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 4, Year 5, Year 6
The importance of permission-seeking and giving in relationships with friends, peers and adults	EYFS, Year 3, Year 4, Year 5, Year 6

### Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Year 3, Year 4, Year 6
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	Year 1, Year 3, Year 4, Year 5, Year 6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	EYFS, Year 3, Year 4, Year 5, Year 6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Year 3, Year 4, Year 5, Year 6
How information and data is shared and used online	Year 3, Year 4, Year 5, Year 6

### Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 1, Year 2, Year 3, Year 5, Year 6
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	EYFS, Year 1, Year 2, Year 3, Year 4
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	EYFS, Year 1, Year 2, Year 5, Year 6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	EYFS, Year 1, Year 3, Year 6
How to recognise and report feelings of being unsafe or feeling bad about any adult	EYFS, Year 2, Year 3, Year 4, Year 5, Year 6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	EYFS, Year 2, Year 3, Year 4, Year 5, Year 6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	EYFS, Year 2, Year 3, Year 4, Year 5, Year 6
Where to get advice from e.g. family, school and/or other sources	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6



## Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	Year 3, Year 5, Year 6
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	EYFS, Year 1, Year 2, Year 3, Year 5, Year 6
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	EYFS, Year 1, Year 2, Year 3, Year 5
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Year 1, Year 2, Year 3, Year 5
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	EYFS, Year 3, Year 6
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	EYFS, Year 3, Year 5, Year 6
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Year 3, Year 6
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Year 4, Year 6
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	EYFS, Year 3, Year 5, Year 6
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Year 3, Year 5, Year 6

## Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	EYFS, Year 1, Year 3, Year 4, Year 5
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	EYFS, Year 3, Year 5
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Year 1, Year 3, Year 4, Year 5
Why social media, some computer games and online gaming, for example, are age restricted	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Year 1, Year 3, Year 4, Year 6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Year 3, Year 5
Where and how to report concerns and get support with issues online	EYFS, Year 1, Year 3, Year 4, Year 5

## Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	EYFS, Year 2, Year 3, Year 4, Year 5, Year 6
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
The risks associated with an inactive lifestyle (including obesity)	Year 3, Year 4, Year 5
How and when to seek support including which adults to speak to in school if they are worried about their health	Year 1, Year 2, Year 3, Year 4, Year 5

## Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
The principles of planning and preparing a range of healthy meals	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6

## Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Year 1, Year 3, Year 5, Year 6
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## Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	EYFS
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EYFS, Year 3, Year 4, Year 5
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	EYFS, Year 2, Year 3, Year 4, Year 5
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	EYFS, Year 2, Year 3, Year 4, Year 5, Year 6
The facts and science relating to allergies, immunisation and vaccination	Year 2, Year 3, Year 6

## Basic first aid

How to make a clear and efficient call to emergency services if necessary	EYFS, Year 2, Year 4, Year 6
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Year 2, Year 4, Year 6

**Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 5, Year 6
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5, Year 6

## Appendix 2

### 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	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	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	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	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	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	The ways in which we grow That spring is a time when things begin to grow The ways in which we can grow in love to be more like Jesus
GOOD NEWS	Passing on the Good News of Jesus	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	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	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

<b>YEAR 1</b>		
FAMILIES	God's love and care for every family	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	The importance for ourselves and others of keeping rules. How rules are necessary in life

		<p>How it is sometimes hard to say sorry</p> <p>How it is sometimes hard to forgive others</p> <p>The good feeling when people make up</p> <p>The difference between doing something accidentally and on purpose.</p> <p>The importance and helpfulness of examining your conscience every day.</p> <p>A sorry prayer</p>
TREASURES	God's treasure; the world	<p>What we treasure</p> <p>What treasures do we share?</p> <p>We are God's treasure</p> <p>How we thank God for the treasures of our world</p> <p>How we should treat the treasures of this earth</p>

<b>Year 3</b>		
HOMES	God's vision for every family	<p>What makes a house a home</p> <p>What makes home a special place for you</p> <p>What makes a house a home</p> <p>Why is family important</p> <p>The respect of parents and children for one another</p> <p>What do you like to do at home, on your own and as a family</p> <p>What do people do for you at home, that makes you feel special</p> <p>What is sometimes difficult about sharing and being part of a group at home</p> <p>God's dream for every family</p> <p>God is always there</p>
PROMISES	The meaning of the commitment and promises made at Baptism	<p>What is good about being in a group</p> <p>Why we have rules</p> <p>The importance of making promises</p> <p>How some promises are more difficult to keep than others</p> <p>The link between the promises made the consequences of actions following the promise.</p> <p>The role of parents and godparents in bringing up the child in the Faith</p> <p>What it means to live a child of the Light</p>
VISITORS	The coming of Jesus	<p>How we welcome visitors</p> <p>How we feel as a visitor</p> <p>The importance of preparing for visitors.</p> <p>The joys and demands of visitors</p>
JOURNEYS	Christian family's journey with Jesus	<p>Each year has its special times and seasons</p> <p>Life is a journey</p> <p>Who is with you on the journey</p> <p>What makes it good</p> <p>difficulties times in the life's journey</p> <p>What/who helps</p> <p>How we help one another on the journey</p>

LISTENING & SHARING	Jesus gives himself to us in a special way	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	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	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	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 How God is always forgiving
SPECIAL PLACES	Special places for Jesus and the Christian community	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 pace?

<b>YEAR 4</b>		
PEOPLE	The family of God in Scripture	The importance of families Family relationships Respect for those who gave us life
CALLED	Confirmation a time to renew baptismal promises	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 chose 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	<p>What you value most about the gift of friendship</p> <p>What you offer others in your friendship</p> <p>Why the gift of love and friendship is important</p> <p>The joys and demands of friendship</p> <p>The commitment required by the gift of love and friendship.</p>
COMMUNITY	life in the local Christian community: ministries in the parish	<p>The meaning of <i>community</i></p> <p>The advantages of being part of a <i>community</i>?</p> <p>What helps to build up <i>community</i></p> <p>The demands of being part of a community?</p> <p>Why people give time and service in helping others in their community</p> <p>The causes of a breakdown of a <i>community</i></p> <p>How the parish community celebrates together and supports one another</p>
GIVING & RECEIVING	Living in communion	<p>Your experience of giving and receiving.</p> <p>The importance of giving and receiving?</p> <p>The joys and demands of giving and receiving?</p> <p>Why it is important to live in communion</p> <p>Ways in which we live and grow in communion.</p> <p>How the Eucharist challenges and enables living and growing in communion?</p>
SELF DISCIPLINE	Celebrating growth to new life	<p>The experience of giving up something and be very disciplined for a good reason.</p> <p>How to be self-disciplined</p> <p>How self-discipline helps people to grow and make the best use of their potential</p> <p>Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</p>
NEW LIFE	To hear & live the Easter message	<p>What you do when life is difficult</p> <p>The experience of good news bringing life. and happiness.</p> <p>How the power of the Holy Spirit helps Christians today</p>
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<p>What makes friendships strong</p> <p>How decisions about friendship are informed by beliefs and values.</p> <p>How friendships are built</p> <p>How friendships may be restored when they have been broken</p> <p>Sin and the importance of examining of your conscience</p> <p>The greatest commandment, love of God and others</p> <p>The meaning of contrition and of absolution</p> <p>Forgiveness of others</p>
GOD'S PEOPLE	Different saints show people what God is like.	<p>What makes a person do extraordinary things?</p> <p>How ordinary people do extraordinary things.</p> <p>The qualities you admire in others</p> <p>How true happiness can be found</p> <p>How you can do extraordinary things</p>

YEAR 5		
OURSELVES	Created in the image and likeness of God	<p>Talents and qualities you admire in others</p> <p>Your own talents and qualities and how you use them</p> <p>Identify qualities in anyone else</p> <p>How talents and qualities are developed.</p> <p>We are made in the likeness of God</p> <p>What being unique means</p> <p>God's love for us</p> <p>How Christians are called to live in peace.</p> <p>How people are made in God's image and likeness might live</p>
LIFE CHOICES	Marriage, commitment and service	<p>The ingredients of a good friendship</p> <p>What fidelity means and how it applies to friendship</p> <p>Responsibilities friends have for one another</p> <p>Difficulties and joys of friendships</p> <p>What is important for friendship to thrive</p> <p>What it feels like to have faithful friend</p> <p>Jesus' advice about relationship?</p> <p>The importance of fidelity, loyalty and commitment in maintaining a friendship</p> <p>The importance of commitment and responsibility in relationships</p> <p>What it means to be committed</p> <p>The work of Christian service</p> <p>The Sacrament of Marriage</p> <p>The symbols of the promises and the blessing of rings</p> <p>All are called to live in love and service</p>
HOPE	Advent; waiting in joyful hope for Jesus; the promised one	<p>Your experience of waiting</p> <p>How people wait in different ways, for different things.</p> <p>Why waiting is a mystery</p> <p>How you can best use the time you spend waiting and what might help you</p> <p>What you think about when you are waiting for something exciting</p> <p>How you behave when you are waiting</p> <p>The difference between <i>hope</i> and <i>expect</i></p> <p>Why people wait with hope</p> <p>The coming of Jesus at the end of time</p> <p>Advent is a time of waiting hopefully</p>
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	<p>The demands and joys being dedicated in your mission</p> <p>Discovering your mission?</p> <p>What inspires people in their mission</p> <p>The joys and demands of engaging in a mission</p> <p>The reasons why people want to help others.</p> <p>How people carry out Jesus' mission today</p> <p>Jesus' prayer for unity</p>

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
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		<p>How you show love to others</p> <p>How people have inspired and influenced you to show unconditional love to others</p> <p>What it means to be truly loving</p> <p>How people show unconditional love to others</p> <p>The beliefs and values which have inspired and influenced you to be loving?</p> <p>The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</p> <p>The challenge these passages present to Christians.</p> <p>The Beatitudes and their meaning for today.</p> <p>God's unconditional love and what this means.</p> <p>By living in God's way, as Jesus showed us, we can grow in love.</p>
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<p>What it means to be committed?</p> <p>Why people are committed?</p> <p>The implications of lack of commitment</p> <p>Whom shows commitment</p> <p>How commitment affects the level of job satisfaction</p> <p>Responding to the call of Jesus</p> <p>Our mission in living out our baptismal vows</p>
EXPECTATIONS	Jesus born to show God to the world	<p>The expectations you have of yourself</p> <p>Having high expectations of others</p> <p>Trusting and believing in one another</p> <p>What happens if you let people down or others let you down?</p> <p>Patience is important in expectations</p> <p>The difference between wishing and expecting.</p> <p>The meaning of Advent</p>
SOURCES	The Bible, the special book for the Church	<p>The kind of books which are the most helpful</p> <p>Our lives are enriched by books.</p> <p>The wonder of books and how they take a person beyond themselves</p> <p>The presence of God in the words of Scripture</p> <p>The care and reverence with which the Word of God is treated</p>
UNITY	Eucharist enables people to live in communion.	<p>Why friendships are important</p> <p>The most important value in friendship</p> <p>What helps a friendship to flourish</p> <p>The kinds of behaviour that break a friendship</p> <p>Those affected when a friendship is broken</p> <p>Mending broken friendships</p> <p>Becoming one with Christ and one another in Holy Communion</p> <p>The unity which Holy Communion brings</p>
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<p>The affect of loss in everyday life</p> <p>The change it brought</p> <p>What remained the same</p> <p>What is the best way to cope with loss</p>

		<p>How people cope with loss and death</p> <p>How death brings new life</p> <p>Lent, a time to remember the suffering and death of Jesus</p>
WITNESSES	The Holy Spirit enables people to become witnesses	<p>When to be a witness</p> <p>How to be a witness</p> <p>Why it sometimes needs courage to be a witness</p> <p>Examples of modern witnesses</p> <p>The witness of a local charity</p>
HEALING	Sacrament of the Sick	<p>Showing compassion and care for those who are ill</p> <p>Our attitude towards those people are ill in their minds</p> <p>Helping, caring and understanding those with a learning disability</p> <p>What gives a person comfort when they are very ill</p> <p>Why people give time and commitment to caring for others</p> <p>Why we care for the sick</p> <p>The Sacrament of Anointing brings comfort to those who are sick</p> <p>The Christian responsibility for caring for these in need</p>
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> <p>The ways we can act justly, love tenderly and walk humbly with God</p> <p>How Christians can work for the common good</p> <p>Something about Catholic Social Teaching</p>

## Appendix 3

### Journey in Love and Relationship and Sex Education

#### A Journey in

#### LOVE

##### Introduction

The following is intended as a guide for linking Relationship and Sex Education with Journey in Love to enable the holistic growth in love of children.

At the heart is our belief that we are made in the image and likeness of God and consequently, gender and sexuality are God's gift, reflecting his beauty and sharing in divine creativity. In order that children may grow and flourish healthily and holistically towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and deepen their self-knowledge.

An aspect of the mystery of love is treated in each year group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the primary years through a series of suggested, progressive and developmental tasks, activities and reflections that focus on social, emotional, physical and spiritual development.

YEAR GROUP	CONTENT	AIM	SPIRITUAL	SOCIAL AND EMOTIONAL	PHYSICAL
EARLY YEARS	The wonder of being special and unique	To explore being special and unique	To celebrate the joy of being a special person in God's family	To recognise the joy of being a special person in my family	To recognise that we are all different and unique
YEAR 1	We meet God's love in our family	To focus in families and especially growing up in a loving, secure and stable home	To celebrate ways God loves us and cares for us	To recognise signs that I am loved in my family	To recognise how I am cared for and kept safe in my family
YEAR 2	We meet God's love in the community	To describe how we are growing and developing in diverse communities that are God-given	To celebrate ways of meeting God in our community	To recognise the joy and friendship of belonging to a diverse community	To describe ways of being safe in communities
YEAR 3	How we live in love	To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe	To celebrate the joy and happiness of living in friendship with God and others	To describe and give reasons how friendships make us feel happy and safe	To describe and give reasons why friendships can break down, how they can be repaired and strengthened
YEAR 4	God loves us in our differences	To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love as we are now and as we change	To celebrate the uniqueness and innate beauty of each of us	To describe how we all should feel accepted and respected	To describe how we should treat others making links with the diverse modern society that we live in

YEAR 5	God loves us in our changing and developing	Show knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc and grow further in recognising   God's presence in our daily lives	To celebrate the joy of growing physically and spiritually	To show knowledge and understanding of relationship changes as we grow and develop	To show knowledge and understanding of the physical changes in puberty
YEAR 6	The wonder of God's love in creating new life	To develop a secure understanding of what caring, stable relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage	To show an understanding of how being made in the image and likeness of God informs decisions and actions	To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families	To explain how human life is conceived

## Appendix 4

### Life to the Full and Relationship and Sex Education

*Life to  
The Full*

#### Introduction

The following is intended as a guide for linking Relationship and Sex Education with Life to the Full which is taught with a spiral approach in which the pupils will revisit the same topics at an age-appropriate stage throughout their school life. Life to the Full teaches about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies came from, an understanding of the Common Good and living in the wider world. Life to the Full teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God – and is fully inclusive of all pupils and their families.

YEAR GROUP	CREATED AND LOVED BY GOD	CREATED TO LOVE OTHERS
EARLY YEARS	Head, Shoulders, Knees and Toes Ready Teddy? Good Feeling, Bad Feelings Let's Get Real	You've Got a Friend in Me Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us
YEAR 1	Feelings Inside and Out Super Susie Gets Angry	Special People Being Safe Harmful Substances
YEAR 2	Feelings Inside and Out Super Susie Gets Angry Girls and Boys Clean and Healthy	Special People Physical Contact Can You Help Me?
YEAR 3	Respecting Our Bodies What Am I Feeling? What Am I Looking At? I Am Thankful	Friends, Family and Others Sharing Online Chatting Online Drugs, Alcohol and Tobacco Safe In My Body
YEAR 4	Respecting Our Bodies	When Things Feel Bad Sharing Online Chatting Online First Aid Heroes
YEAR 5	Spots and Sleep Peculiar Feelings Seeing Stuff Online	Self-Talk Sharing Isn't Always Caring Making Good Choices
YEAR 6	Emotional Changes Gifts and Talents	Cyberbullying Under Pressure



## Appendix 5

### No Outsiders and Relationship and Sex Education No Outsiders in Our School

#### Introduction

No Outsiders supports in the delivery of the the objectives outlined in the Equality Act 2010 and the provision of personal, social, health and economic education for every child, promoting equality for all sections of the community. It aims to bring children and parents on board from the start so that children leave primary school happy and excited about living in a community full of difference and diversity, whether that difference is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion.

YEAR GROUP	AIM	TEXT
EARLY YEARS	To say what I think	You Choose by Nick Sharratt and Pippa Good heart
	To understand that it's OK to like different things	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt
	To make friends with someone different	Blue Chameleon by Emily Gravett
	To understand that all families are different	The Family Book by Todd Parr
	To celebrate my family	Mommy Mama and Me by Leslea Newman and Carol Thompson
YEAR ONE	To like the way I am	Elmer by David McKee
	To play with boys and girls	Ten Little Pirates by Mike Brownlow and Simon Rickerty
	To recognise that people are different ages	My Grandpa is Amazing by Nick Butterworth
	To understand that are bodies work in different ways	Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith
	To understand that we share the world with lots of people	My World, Your World by Melanie Walsh
YEAR TWO	To understand what diversity is	The Greta Big Book of Families by Mary Hoffman and Ros Asquith
	To understand how we share the world	The First Slodge by Jeanne Willis
	To understand what makes someone feel proud	The Odd Egg by Emily Gravett
	To feel proud of being different	Just Because by Rebecca Elliot
	To be able to work with everyone in my class	Blown Away by Rob Biddulph
YEAR THREE	To understand how difference can affect someone	Oliver by Brigitta Sif
	To understand what 'discrimination' means	This is Our House by Michael Rosen
	To find a solution to a problem	Two Monsters by Davis McKee

	To use strategies to help someone who feels different	The Hueys in the New Jumper by Oliver Jeffers
	To be welcoming	Beegu by Alexis Deacon
<b>YEAR FOUR</b>	To know when to be assertive	Don't Dogs Do Ballet by Anna Kemp and Sarah Ogilvie
	To understand why people choose to get married	King and King by Linda de Hann and Stern Nijland
	To overcome language as a barrier	The Way Back Home by Oliver Jeffers
	To ask questions	The Flower by John Light
	To be who you want to be	Red: A Crayon's Story by Michael Hall
<b>YEAR FIVE</b>	To learn from our past	Where the Poppies Now Grow by Hilary Robinson and Martin Impey
	To justify my actions	Rose Blanche by Ian McEwan and Roberto Innocenti
	To recognise when someone needs help	How to Heal a Broken Wing by Bob Graham
	To appreciate artistic freedom	The Artist Who Painted a Blue Horse by Eric Carle
	To accept people who are different from me	And Tango Makes Three by Justin Richardson and Peter Parnell
<b>YEAR SIX</b>	To promote diversity	My Princess Boy by Cheryl Kilodavis and Suzanne DeSimone
	To stand up to discrimination	The Whisperer by Nick Butterworth
	To challenge the causes of racism	The Island by Armin Greder
	To consider who my life may change as I grow up	Love You Forever by Robert Munsch
	To recognise my freedom	Dreams of Freedom by Amnesty International

## **Appendix 6**

### **Statutory Science Curriculum**

#### **In Early Years Foundation Stage children learn:**

- 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 7**

### **Statutory DT Curriculum – Cooking and Nutrition**

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

- The basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

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

- To understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

## **Appendix 8**

### **Statutory PE Curriculum**

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

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

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

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best