



**ST CLARE**

Catholic Multi Academy Trust

**Relationships and Sex  
Education (RSE)  
and  
Health Education Policy**



St Wilfrid's Primary – A Catholic Voluntary Academy

**'Everybody Matters'**

Review Date: July 2026

Date Shared with Staff: July 2025

## INTRODUCTION

In this policy the governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

*“We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE)”.*  
Learning to Love: Catholic Bishops’ Conference of England and Wales  
2017

### Consultation that has taken place

- We have discussed the new scheme and policy with pupils including our school council
- We have taken part in a parent consultation process
- We have shared the overview of the Ten:Ten Life to the Full Plus Programme
- All staff have completed Ten:Ten and PSHE training in staff meetings
- We have met with governors to consult about the content of the new scheme and policy

### Implementation and Review of Policy

This policy was implemented after consultation with the governors in the summer term of 2025. This policy will be reviewed every year initially and then every two years by the head teacher, RSE co-ordinator, the governing body and staff. The next review date when it will be reviewed is summer 2026.

### Dissemination

The draft policy will be given to all members of the governing body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school’s website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school’s web site.

## DEFINING RELATIONSHIP AND SEX EDUCATION

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of themselves as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

## **STATUTORY CURRICULUM REQUIREMENTS**

Our RSE covers the statutory content as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020. In addition, we are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

## **RATIONALE**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (John.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

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, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

## **VALUES AND VIRTUES**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

## **AIM OF RSE**

We are committed to the education of the whole child (spiritual, physical, intellectual, moral and social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

*“..we all need to learn lessons in love, and to find joy and fulfilment in life.”* Learning to Love: Catholic Bishops’ Conference of England and Wales 2017

## Objectives

To develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- reverence for the gift of human sexuality and fertility;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual’s commitments;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and that there are different aspects of love.
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To **know and understand**:

- the Church’s teaching on relationships and the nature and meaning of sexual love;
- the Church’s teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- medical advice on health and hygiene

## **Outcomes**

### **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. This policy will also support the school to develop pupils who are conscious of the need to treat everyone with dignity, respect and tolerance.

### **EQUALITIES OBLIGATIONS**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. We will ensure that pupils who are vulnerable, for whatever reason, are not subject to exploitation.

### **BROAD CONTENT OF RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Our programme will cover

**Ten:Ten Life to The Full Plus PSHE / Health and Wellbeing Education for Catholic primary schools (See Appendix A)**

### **PROGRAMME / RESOURCES**

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active

- brainstorming
- film & video
- group work
- role-play
- values clarification

See also 'Sex and Relationship Guidance' DCSF 2000 for more detail

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Staff will assess the learning through feedback given in lessons, questions children raise and the completed tasks.

## **PARENTS AND CARERS**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home via the parent portal to help parents/carers to find out more. Parents/carers will have an overview of the content for the year including when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. This will especially be the case in KS2.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. **However, it is strongly advised that parents discuss their concerns with the head teacher before giving notice of withdrawal.** The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## **BALANCED CURRICULUM**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the specific relationships and sex education programme lays with the RSE lead team including the RE co-ordinators and PSHE co-ordinator. Class teachers hold responsibility, with the support of the RSE team, for the delivery of the curriculum. The senior leadership team and governors are responsible for the quality assurance of RSE throughout school.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### **Governors**

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of the statutory requirements.

### **Head teacher**

The head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Schools' Department and the Local Education Authority (where appropriate), also appropriate agencies.

### **PSHE/RSE Co-ordinator lead team**

The co-ordinators with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy, equality policy etc.) RSE will also form a part of the Science curriculum.

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

### **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered in an age-appropriate manner, and be sure that they will be free from bullying or harassment from other children and young people.

#### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

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

Children will also need to feel safe and secure in the environment in which RSE takes place. Consideration will be given by senior leaders as to how teachers will be able to create the right environment for delivering lessons. Effective RSE will provide opportunities for discussion of what is

and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible and record the disclosure on CPOMS. Teachers will be supported in ensuring that they know what to do, particularly in the case of disclosure of abuse.

## **CONFIDENTIALITY AND ADVICE**

School leaders will ensure that all governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

## **MONITORING AND EVALUATION**

The RSE Co-ordinators, in association with other relevant curriculum co-ordinators, will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated by means of questionnaire and discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

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### **Quotation References**

Page 1: DfE: Sex and Relationship Education Guidance, 2000

Pages 1 & 3: Learning to Love: An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators; Department of Catholic Education and Formation, Catholic Bishops' Conference of England & Wales; March 2017

Page 6: Protocol for Visitors to Catholic Schools; CES Feb 2011

# Appendices

## APPENDIX 1: Sources of Information and Support

### **Catholic Documents**

- A Model Primary Catholic RSE Curriculum: Catholic Education Service (CES); 2016
- A Model Secondary Catholic RSE Curriculum: CES 2016
- Good practice in developing a school RSE policy: CES 2016
- Catholic RSE Quality Standard: CES 2016
- Governor Audit for Monitoring RSE: CES 2016
- Who is responsible for teaching RSE to young people: CES 2016
- Outstanding RSE in a Catholic context – a case study: CES 2016
  
- Learning to Love: Catholic Bishops' Conference of England and Wales; March 2017
  
- <https://www.tentenresources.co.uk/programmes/life-to-the-full-plus>
  
- Made in God's Image: Challenging homophobic and biphobic bullying in Catholic Schools; St Mary's University Twickenham & Catholic Education Service 2017
  
- Scottish Catholic Education Service: God's Loving Plan (Primary) & Called to Love (secondary): SCES website.

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### **Other resources that may be helpful**

- Sex and Relationships Education Guidance: DfEE 0116/2000
- Sex and Relationships Education for the 21<sup>st</sup> Century: PSHE Association
- Human development and reproduction in the Primary Curriculum: The Association for Science Education and the PSHE Association : March 2016
- Sex Education Forum Resource List: Website link:  
<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>
  
- Christopher Winter Project: Teaching SRE with confidence in Primary & Secondary Schools (2 publications): <http://cwpresources.co.uk/resources/>

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Whole School overview



| Module 1                       |  |  |   |  |
|--------------------------------|--|--|---|--|
|                                | EYFS   | KS1  | LKS2  | UKS2   |
| <b>Religious Understanding</b> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God as part of His creation plan</li> <li>• We are all God’s children and are special</li> <li>• Our bodies were created by God and are good</li> <li>• We can give thanks to God</li> </ul> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul> | <p>Children can explain that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God who is Love, designed in His own image and likeness</li> <li>• God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>• In Baptism God makes us His adopted children and ‘receivers’ of His love</li> <li>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</li> <li>• It is important to make a nightly examination of conscience</li> </ul> | <p>Children can explain that:</p> <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>• Physically becoming an adult is a natural phase of life</li> <li>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!</li> </ul> |

|                               | EYFS   | KS1  | LKS2  | UKS2  |
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| <b>Me, My Body, My Health</b> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are each unique, with individual gifts, talents and skills</li> <li>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan</li> <li>• Their bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> <li>• Our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• We are unique, with individual gifts, talents and skills</li> <li>• Our bodies are good</li> <li>• The names of the parts of our bodies</li> <li>• Girls and boys have been created by God to be both similar and different and together make up the richness of the human family</li> <li>• Our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health</li> <li>• How to maintain personal hygiene</li> <li>• Children will name genitalia</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and make choices, and by living and working together ('teamwork') we create a community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</li> <li>• <b>Year 4 onwards, children will learn:</b></li> <li>• What the term 'puberty' means</li> <li>• When they can expect puberty to take place</li> <li>• That puberty is part of God's plan for our bodies</li> <li>• Correct naming of genitalia</li> <li>• What changes will happen to boys during puberty</li> <li>• What changes will happen to girls during puberty</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• Human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</li> <li>• The need for modesty and appropriate boundaries</li> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul> |

|                             | EYFS  | KS1   | LKS2   | UKS2  |
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| <b>Emotional Well-being</b> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• It is natural for us to relate to and trust one another</li> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> <li>• Simple strategies for managing emotions and behaviour</li> <li>• We have choices and these choices can impact how we feel and respond.</li> <li>• We can say sorry and forgive like Jesus</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• it is natural for us to relate to and trust one another</li> <li>• We all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• A language to describe our feelings</li> <li>• In a simple way that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character</li> <li>• Simple strategies for managing feelings and for good behaviour</li> <li>• Choices have consequences; when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>• Jesus died on the cross so that we would be forgiven</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that ‘feelings’ alone are not good guides for action</li> <li>• What emotional well-being means;</li> <li>• Positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>• Talking to trusted people helps emotional well-being (eg parents/carers/teacher/pastor)</li> <li>• Images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• Some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>• A deeper understanding of the range and intensity of their feelings; that ‘feelings’ are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</li> <li>• The difference between harmful and harmless videos and images</li> </ul> |

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|                    |   |   | pressure from peers and the media   | <ul style="list-style-type: none"> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> <li>• The difference between harmful and harmless videos and images.</li> <li>• The impact that harmful videos and images can have on young minds.</li> <li>• Ways to combat and deal with viewing harmful videos and images.</li> </ul>  |
|                    | <b>EYFS</b>   | <b>KS1</b>  | <b>LKS2</b>   | <b>UKS2</b>   |
| <b>Life Cycles</b> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• There are natural life stages from birth to death, and what these are</li> <li>• Change is a part of growing up</li> <li>• Their experiences of change will help their transition to Year 1</li> <li>• God is with them every step of the way as they grow and change</li> </ul> | <p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</li> <li>• What 'death' means</li> <li>• About some feelings often connected with grief</li> <li>• What the Christian faith says about death and eternal life</li> <li>• Some ways to support themselves and others when they are grieving</li> <li>• That change is a part of life.</li> <li>• That managing our feelings about change helps to prepare us for</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents</li> <li>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>• How conception and life in the womb fits into the cycle of life</li> <li>• Understand that change is a part of life and that there are different kinds of change.</li> <li>• Learn about some feelings often associated with change.</li> <li>• Know that God is always</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical help on how to manage the onset of menstruation</li> <li>• That there are many emotions and feelings connected with change.</li> <li>• That gratitude and positivity help build resilience.</li> <li>• Coping strategies to manage changes.</li> <li>• That God is always with them.</li> </ul> |

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|  |  | <p>future changes.</p> <ul style="list-style-type: none"> <li>• That God is with us as we change and grow.</li> </ul> | <p>with us as we change and grow.</p> <ul style="list-style-type: none"> <li>• Learn coping strategies to support themselves and others.</li> <li>• What 'death' means</li> <li>• About some feelings often connected with grief</li> <li>• What the Christian faith says about death and eternal life</li> <li>• Some ways to support themselves and others when they are grieving</li> <li>• That they were handmade by God with the help of their parents.</li> <li>• How a baby grows and develops in its mother's womb including scientifically, the uniqueness of the moment of conception.</li> <li>• How conception and life in the womb fits into the cycle of life.</li> </ul> | <ul style="list-style-type: none"> <li>• What 'death' means</li> <li>• About some feelings often connected with grief</li> <li>• What the Christian faith says about death and eternal life</li> <li>• Some ways to support themselves and others when they are grieving</li> <li>• Basic scientific facts about sexual intercourse between a man and woman</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul> |
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**Module 2**

|                                | <b>EYFS</b>  | <b>KS1</b>   | <b>LKS2</b>   | <b>UKS2</b>  |
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| <b>Religious Understanding</b> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are part of God's family</li> <li>• Jesus cared for others and wanted them to live good lives like Him</li> <li>• We should love other people in the same way</li> </ul> | <p>Children can describe that:</p> <ul style="list-style-type: none"> <li>• We are part of God's family</li> <li>• Saying sorry is important and can mend friendships;</li> <li>• Jesus cared for others and had expectations of them and how they should act</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>• The importance of forgiveness and</li> </ul> | <p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• Ways in which we can participate in God's call to us</li> </ul> |

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|                               | God loves us  | <ul style="list-style-type: none"> <li>We should love other people in the same way God loves us</li> </ul>   | <p>reconciliation in relationships, and some of Jesus' teaching on forgiveness</p> <ul style="list-style-type: none"> <li>That relationships take time and effort to sustain</li> <li>That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul>  |  |
|                               | <b>EYFS</b>   | <b>KS1</b>   | <b>LKS2</b>  | <b>UKS2</b>  |
| <b>Personal Relationships</b> | <p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>Special people (e.g. parents, carers, friends) and what makes them special</li> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them if something is troubling them</li> <li>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>The characteristics of positive and negative relationships</li> <li>Different types of teasing and that all bullying is wrong and unacceptable</li> <li>When they have been unkind to others and say</li> </ul> | <p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>'Special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>The importance of nuclear and wider family</li> <li>The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>The characteristics of positive and negative relationships</li> <li>Different types of teasing and that all bullying is wrong and unacceptable</li> <li>When they have been unkind and say sorry</li> <li>When people are being unkind to them and others</li> </ul> | <p>Children can describe:</p> <ul style="list-style-type: none"> <li>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <li>That there are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</li> <li>The difference between a group of friends and a 'clique'</li> <li>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>Harassment and exploitation in relationships, including</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>That pressure comes in different forms, and what those different forms are</li> <li>That there are strategies that they can adopt to resist pressure</li> <li>What consent and bodily autonomy means</li> <li>Different scenarios in which it is right to say 'no'</li> <li>How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</li> <li>About prejudice, bullying and discrimination: what they mean and how to challenge them.</li> <li>About protected characteristics from the Equality Act 2010 such as race, age and disability.</li> </ul> |

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|                    | <p>sorry</p> <p>That when we are unkind, we hurt God and should say sorry</p> <ul style="list-style-type: none"> <li>• When people are being unkind to them and others and how to respond</li> <li>• That we should forgive like Jesus forgives</li> </ul>   | <p>and how to respond</p> <p>When we are unkind to others, we hurt God also and should say sorry to him as well</p> <ul style="list-style-type: none"> <li>• That we should forgive like Jesus forgives</li> </ul>  | <p>physical and emotional abuse and how to respond.</p>   | <ul style="list-style-type: none"> <li>• That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</li> </ul>  |
|                    | <b>EYFS</b>  | <b>KS1</b>  | <b>LKS2</b>   | <b>UKS2</b>  |
| <b>Life Online</b> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That the internet connects us to others</li> <li>• That the internet helps us in lots of ways</li> <li>• That only Jesus can help us with everything</li> <li>• About safe and unsafe situations online</li> <li>• That they can ask for help from their special people</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That the internet connects us to others and helps us in lots of ways.</li> <li>• Our feelings matter – both online and offline.</li> <li>• That Jesus cares about our feelings and gives us peace.</li> <li>• To understand what situations are safe and unsafe, including online.</li> <li>• To ask for adult help with anything that worries them or makes them feel unsafe.</li> </ul> | <p>Children can explain</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages.</li> <li>• That bad language and bad behavior are inappropriate</li> </ul> | <p>Children can explain</p> <ul style="list-style-type: none"> <li>• that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• What the term cyberbullying means and examples of it</li> <li>• What cyberbullying feels like for the victim</li> <li>• How to get help if they experience cyberbullying</li> </ul> |

|                     | EYFS  | KS1   | LKS2  | UKS2   |
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| <b>Keeping Safe</b> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About safe and unsafe situations outdoors and indoors.</li> <li>• That they can ask for help from their special people.</li> <li>• That they are entitled to bodily privacy</li> <li>• That they can and should be open with 'special people' they trust if anything troubles them</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest.</li> <li>• That medicines should only be taken when a parent or doctor gives them to us.</li> <li>• That medicines are not sweets.</li> <li>• That we should always try to look after our bodies, because God created them and gifted them to us.</li> <li>• There are lots of people who do jobs to help us</li> </ul> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> <li>• That they are entitled to bodily privacy</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them</li> </ul> | <p>Children can explain</p> <ul style="list-style-type: none"> <li>• what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• About different kinds of abuse, including 'abuse of private parts'</li> <li>• That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest</li> <li>• Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That in an emergency, it is important to remain calm</li> <li>• That quick reactions in an emergency can save a life</li> <li>• How to help in an emergency using their First Aid knowledge</li> </ul> | <p>Children can explain</p> <ul style="list-style-type: none"> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That abuse violates the rights of children</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> <li>• About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</li> <li>• How to make good choices about substances that would have an impact on their health.</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</li> <li>• That paramedics help us in a medical emergency</li> <li>• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul> | <p>and be careful about what we consume</p> <ul style="list-style-type: none"> <li>• About what is and isn't an emergency</li> <li>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</li> <li>• That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</li> <li>• Some basic principles of First Aid</li> </ul> | <ul style="list-style-type: none"> <li>• It is our responsibility to follow the rules at home, school and in our country.</li> <li>• Some of our rules and laws are based on our rights.</li> <li>• Rights protect us and ensure everyone is treated equally.</li> <li>• Rules and rights are based on our values as a community.</li> <li>• Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco</li> <li>• Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies</li> <li>• The recovery position can be used when a person is unconscious but breathing</li> <li>• DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul> |
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Module 3

|                                | EYFS  | KS1   | LKS2   | UKS2   |
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| <b>Religious Understanding</b> | <p>Children can express:</p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• Some Scripture illustrating the importance of living in a community</li> <li>• That no matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul> | <p>Children can explain</p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on who is my neighbor</li> </ul> | <p>Children can describe that:</p> <ul style="list-style-type: none"> <li>• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</li> <li>• The human family can reflect the Holy Trinity in charity and generosity</li> <li>• The Church family comprises home, school and parish (which is part of the diocese)</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>• That the Holy Spirit works through us to bring God's love and goodness to others</li> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul> |

|                                  | EYFS  | KS1  | LKS2  | UKS2   |
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| <b>Living in the Wider World</b> | <p>Children can express:</p> <ul style="list-style-type: none"> <li>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc)</li> <li>• About what harms and what improves the world in which they live</li> <li>• That there are natural life stages from birth to death, and what these are</li> <li>• That change is a part of growing up</li> <li>• That their experiences of change will help their transition to Year 1</li> <li>• That God is with them every step of the way as they grow and change</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> <li>• About some different types of jobs in the community</li> <li>• About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls</li> <li>• Work is a part of our purpose (vocation)</li> <li>• God has given us all strengths, gifts and talents to do His work</li> <li>• That money is valuable and is used as an exchange for needs and wants.</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> <li>• Know that there are many different jobs and types of work.</li> <li>• Understand some of the factors that influence people's choice of work.</li> <li>• Explore their own interests, skills and gifts in relation to their job aspirations.</li> <li>• Know that God calls us to work together to share His love and care for each other and the world.</li> <li>• All forms of money have advantages and disadvantages.</li> <li>• Our attitude to money and choices about spending, saving and giving impacts on ourselves and others.</li> <li>• Budgeting helps to keep track of spending and saving.</li> <li>• Our faith guides our values and reminds us of the importance of love for God and others.</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> <li>• That there are many emotions and feelings connected with change.</li> <li>• That gratitude and positivity help build resilience.</li> <li>• Coping strategies to manage changes.</li> <li>• That God is always with them.</li> <li>• There are a wide variety of payment options.</li> <li>• The importance of budgeting and tracking spending and saving.</li> <li>• About the hierarchy of needs and other influences on spending choices.</li> <li>• Some people have more money than others.</li> <li>• God asks us to be good stewards of our money and resources.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>● That wants and needs are different.</li><li>● About spending and saving choices.</li><li>● That God's love and the love we share with others is more valuable than anything.</li></ul> |  |  |
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