

St Thomas Becket Catholic Primary School

Education in Human Love Relationship and Sex Education Policy

Date	Review Date	Drawn up by	Committee Approving
Autumn 21	Autumn 22	SLT	FGB

St. Thomas Becket School is a multi-cultural Catholic primary school that strives to be a positive force in the life of the church. We aim to create a community which is underpinned by the Gospel values of Christ; where all children have the opportunity to develop spiritually, creatively, physically, socially and academically; where the talents and abilities of all members are valued and where compassion, tolerance and forgiveness are guiding principles.

Mission Statement

This policy is to be read in conjunction with the following policies: PSHE, Teaching & Learning, RE & SEND

Consultation

RSE will mainly be delivered through the programme 'Life to the Full'. Relationship Education became statutory for all primary schools from September 2020. The Life to the Full programme is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of our children.

Teachers have been trained on the programme and parents have been consulted through an on-line questionnaire. Parents are signposted to the programme's content which can be found on the curriculum page on the school website. Responses have been reviewed before beginning delivery of the programme. Governors have been informed and consulted.

Implementation and Review of Policy

Implementation of the policy will take place in the Autumn term 2021. This policy will be reviewed annually by the Headteacher, RSE Leader, Governors and staff. The next review date is October 2022.

Dissemination

This policy will be available to all Governors and teaching and non-teaching members of staff. Copies of the document will be available to all parents on the school website. Details of the content of the RSE curriculum will also be published on the school website.

Defining Relationship and Sex Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

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

Rationale

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

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

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the personal, social, health and economic (PSHE) education framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

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

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 God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

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

Objectives

To develop the following attitudes and virtues:

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

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for

others;

- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

Outcomes

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content, Programme and Resources

Our programme will cover...

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

At St Thomas Becket Catholic Primary School we will follow a developmental programme for children in primary years entitled **Life to the Full**.

Children with Special Educational Needs and disabilities (SEND) will have support depending upon

their individual needs.

Life to the Full is a fully-resourced, media-rich programme for Catholic primary schools which embraces and fulfils the new statutory curriculum. It is built on A Model RSE Curriculum for Catholic Primary Schools, from the Catholic Education Service (CES)

See Appendix 1.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

See Appendix 2 for more information.

The **Life to the Full** programme includes opportunities for teachers to assess children's learning in RSE.

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.

Children's questions

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

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal experience of children, or of disagreement with the official teaching of the Church. 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.

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate.

Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Roles and Responsibilities

Responsibility for the specific relationships and sex education programme lays with the relevant curriculum staff; this will include those responsible for science, religious education, physical education, RSE, online safety and PSHE.

Governors

The 1996 Education Act places responsibility for the school's policy on RSE in the hands of the Governing Body. They are required to ensure that there is an up to date RSE policy that is available for parents to read and that the policy is consistent with other relevant whole school policies (e.g. SEND; Safeguarding; Anti-Bullying). Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that the RSE policy for the school, the RSE curriculum and all resources are informed by and in harmony with the teachings of the Catholic Church. They must ensure that RSE provision complies with Diocesan policy, directives, and guidance regarding RSE.

Headteacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

RSE subject Leader

The Subject Leader, 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.

Teachers and Staff

Relationships and Sex Education is a whole-school task. All staff have a responsibility of care and the safeguarding of pupils and all are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school and appropriate training will be made available. 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.

External Visitors

Our school will sometimes 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. Visitors may need

guidance to ensure that sessions they deliver are respectful of the teaching of the Catholic Church. The Education Commission of Southwark diocese has provided guidance on working with external visitors. This is available at www.rcaoseducation.org.uk and should be consulted before inviting external agencies or visitors into the school.

Parents and carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and online resources to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

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

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationship

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 etc)

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.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and advice

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

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

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

Monitoring and evaluation

The RSE Subject Leader and Head Teacher 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 mainly through discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

APPENDIX 1

APPENDIX 1:

A Model RSE Curriculum for Catholic Primary Schools Catholic Education Service, revised 2019

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	Pupils should be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics
Me, my body and my health	Pupils should be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	Pupils should be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) My health 2.1.3.8. How to make informed choices that have an impact on their health

Theme 1: Created and Loved by God (cont)

	EYFS & KS1	KS2
Emotional well-being and attitudes	Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	Pupils should be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources
Life cycles and fertility	Pupils should be taught: Life cycles 1.1.5.1. That there are life stages from birth to death	Pupils should be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age) Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

Theme 2: Created to love others

	EYFS & KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, “please” and “thank you” 1.2.1.6. Honest, able to tell the difference between truth and lies	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	Pupils should be taught: 1.2.2.1. We are part of God’s family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	Pupils should be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus’ teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and selfgiving. It is a formal, lifelong commitment

Theme 2: Created to love others (cont)

Personal Relationships	Pupils should be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	Pupils should be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes
Keeping safe and people who can help me	Pupils should be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. People who can help me 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	Pupils should be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships People who can help me 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard

APPENDIX 2:

Life to the Full

A programme for Relationships, Sex and Health Education for Catholic Primary Schools

Overview

Life to the Full is a new, web-based programme for Catholic primary schools which embraces and fulfils the statutory curriculum for RSE which all schools must follow from 2020/21. It has the endorsement of our diocese.

The scheme is “media rich” and includes many engaging videos. The structure is spiral: themes and topics are revisited at each Key Stage in an age-appropriate way, building on prior learning and gradually expanding and deepening pupils’ knowledge, experience, and attributes. Every lesson is grounded in Catholic faith and values – linking these to a wide range of practical life situations.

Content

The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty (Autumn Term Y5), periods, life cycles, the dangers of social media, where babies come from, understanding the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Structure

Life to the Full is developed through the four different learning stages of EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Within each learning stage, there are three modules, each of which is broken down into Units of Work:

Module 1 - Created and Loved by God (explores the individual).

The Christian imperative to love self, made in the image and likeness of God; the importance of valuing and understanding oneself as the basis for personal relationships.

Module 2 - Created to Love Others (explores an individual’s relationships with others)


God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Module 3 – Created to Live in the Community local, national & global

(explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



Early Years Foundation Stage:

- Our uniqueness in real terms
- Celebrating differences, talents and abilities
- Looking after and using our bodies
- The necessity of when and how to say sorry
- Jesus' forgiveness and growing up as God's plan for us

Key Stage One:

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age


Lower Key Stage Two:

- Understanding differences
- Respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional wellbeing including practicing thankfulness
- The development of pupils' understanding of life before birth


Upper Key Stage Two:

- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girls' and boys' bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional well-being
- A more nuanced and scientific understanding of life in the womb and how babies are made
- Menstruation

Puberty is introduced in Autumn Y5



Religious UNDERSTANDING



Story Sessions:

Each learning stage focuses on a different Gospel story, which is repeated in various ways over a week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally.

In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

Module Two: Created to Love Others

explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.



Early Years Foundation Stage:

Unit 2: Personal Relationships

- Different family/friend relationships
- Features of positive/negative behaviour in relationships
- The importance of saying sorry and forgiveness within relationships

Unit 3: Keeping Safe

- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies



Lower Key Stage Two:

Unit 2: Personal Relationships

- Different family structures
- Activities and strategies for developing healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

Unit 3: Keeping Safe

- Online safety
- Teaching on bullying and abuse
- The effects of drugs, alcohol and tobacco
- The crucial role of First Aid in emergency situations



Key Stage One:

Unit 2: Personal Relationships

- 'Special people' in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationship

Unit 3: Keeping Safe

- The risks of being online
- The difference between good and bad secrets
- Teaching on physical boundaries
- The effects of harmful substances
- Some basic First Aid



Upper Key Stage Two:

Unit 2: Personal Relationships

- Strategies for more complex experiences of relationships and conflict
- How to identify and respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings impact on how we act

Unit 3: Keeping Safe

- Risks of sharing and chatting online
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles
- Essential First Aid such as DR ABC and the recovery position



At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.



Early Years Foundation Stage:

- Children will learn that God is three in one: Father, Son and Holy Spirit
- Know that they are loved and called to love others
- Learn about the different communities they are part of and the responsibilities they have to them



Key Stage One:

- Children understand that God is love: Father, Son and Holy Spirit
- Learn that being made in His image means being called to be loved and to love others
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community
- Know that God calls us to live in community with one another



Lower Key Stage Two:

- Children will develop a deeper understanding that God is love as shown by the Trinity
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity
- Know that the Church family comprises of home, school and parish
- Catholic Social Teaching on what it means to work for the Common Good



Upper Key Stage Two:

- Children will know that God is Trinity – a communion of persons
- Learn that the Church is the body of Christ
- Develop a deeper and richer understanding of Catholic social teaching
- Learn how certain charities reach out to the wider community with love



Religious UNDERSTANDING



In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage. They learn about the creative circle of love between Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families, our friends and our personal relationships, but also to the wider world.

Units and teaching sessions to be delivered

Term

Reception

Text in red indicates links with Come and See

Text in purple indicates events which support teaching of RHE

Autumn 1	NSPCC Speak out Stay SAFE
Autumn 2	Story Sessions: Handmade With Love Friendship week/ Anti bullying
Spring 1	Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? Safer internet day
Spring 2	Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Friends (Reconciliation- Summer term)
Summer 1	Session 1: Growing Up Growing (Lent/EasterSpring term)
Summer 2	Session 1: God is Love Session 2: Loving God, Loving Others Session 1: Me, You, Us

Term	Year 1	Year 2
Autumn 1	KS1.1.1 Let the Children Come KS1.2.1.1 God Loves You Belonging Y1 Signs and symbols Y2 (Baptism- Autumn Term)	KS1.1.1 Let the Children Come Belonging Y1 Signs and symbols Y2 (Baptism- Autumn Term)
	NSPCC Speak out Stay SAFE	NSPCC Speak out Stay SAFE
Autumn 2		
	Friendship week/ Anti bullying	Friendship week/ Anti bullying
Spring 1	KS1.2.2.1 Special People Families Y1 (Domestic Church Autumn term)	KS1.1.2.1 I Am Unique (Me) Beginnings Y2 (Domestic Church- Autumn term)
	KS1.2.2.2 Treat Others Well...	KS1.1.2.2 Girls and Boys (My Body) Genitalia

	KS1.2.2.3 ...And Say Sorry Being Sorry Y1 Rules Y2 (Reconciliation summer Term) Holidays and Holydays Y1 Spread the word Y2 (Pentecost Summer term)	version KS1.1.2.3 Clean and Healthy (My Health)
	Safer internet day	Safer internet day Life bus visit
	KS1.2.3.1 Being Safe	KS1.1.3.1 Feelings, Likes and Dislikes
	KS1.2.3.2 Good Secrets and Bad Secrets	KS1.1.3.2 Feeling Inside Out
Spring 2	KS1.2.3.3 Physical Contact	KS1.1.3.3 Super Susie Gets Angry
	KS1.2.3.4 Harmful Substances	Being Sorry Y1 Rules Y2 (Reconciliation Summer term)
	KS1.2.3.3 Can You Help Me?	
Summer 1	KS1.3.1.1 Three in One	KS1.1.4.1 The Cycle of Life Change Y1 (Lent/Easter Spring term)
	KS1.3.1.2 Who Is My Neighbour? Special People Y1 Books Y2 (Local church Spring term)	KS1.3.1.1 Three in One
	Neighbours Y1 (Universal Church- Summer term)	
Summer 2	KS1.3.2.1 The Communities We Live In Special People Y1 Books Y2 (Local church Spring term)	KS1.3.1.2 Who Is My Neighbour? KS1.3.2.1 The Communities We Live In Special People Y1 Books Y2 (Local church Spring term)
	Neighbours Y1 (Universal Church- Summer term)	Neighbours Y1 (Universal Church- Summer term)

Term	Year 3	Year 4
Autumn 1	LKS2.1.1 Get Up	LKS2.1.1 Get Up
	LKS2.1.1.1 The Sacraments	
	NSPCC Speak out Stay SAFE	NSPCC Speak out Stay SAFE
Autumn 2	LKS2.2.1 Jesus My Friend Choices Y3 Building Bridges Y4 (Reconciliation Summer Term)	
	Friendship week/ Anti bullying	Friendship week/ Anti bullying
Spring 1	LKS2.2.2.1 Family, Friends and Others Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Homes Y3 People y4 Domestic Church (Autumn Term) Energy Y3 New Life Y4 (Pentecost-Summer term) Giving and receiving Y4 Eucharist Spring term	LKS2.1.2.1 We Don't Have To Be The Same Homes Y3 People Y4 (Domestic Church- Autumn term) Other Faiths units
	LKS2.2.2.2 When Things Feel Bad	LKS2.1.2.2 Respecting Our Bodies

	Safer internet day Life bus visit	Safer internet day Life bus visit
Spring 2	LKS2.2.3.1 Sharing Online	LKS2.1.3.1 What Am I Feeling?
	LKS2.2.3.2 Chatting Online	LKS2.1.3.2 What Am I Looking At?
	LKS2.2.3.3 Safe in my body (physical contact) This reinforces the NSPCC Shout out stay safe messages.	LKS2.1.3.3 I Am Thankful! Y4 Community – Local church (Spring Term)
	LKS2.2.3.4 Drugs, Alcohol and Tobacco	
	LKS2.2.3.5 First Aid Heroes	
Summer 1	LKS2.3.1.1 A Community of Love LKS2.3.1.2 What is the Church? Journeys Y3 Community Y4 (Local Church-Spring term) Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Special Places Y3 God's People Y4 (Universal Church- Summer term) Called Y4 Baptism/Confirmation-Autumn term	LKS2.1.4.1 Life Cycles Visitors Y3 Advent Autumn Term
Summer 2	LKS2.3.2.1 How Do I Love Others? Journeys Y3 Community Y4 (Local Church-Spring term) Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Special Places Y3 God's People Y4 (Universal Church- Summer term) Called Y4 Baptism/Confirmation-Autumn term	LKS2.3.1.1 A Community of Love LKS2.3.1.2 What is the Church? LKS2.3.2.1 How Do I Love Others? Journeys Y3 Community Y4 (Local Church-Spring term) Called Y4 Baptism/Confirmation-Autumn term Choices Y3 Building Bridges Y4 (Reconciliation Summer Term) Special Places Y3 God's People Y4 (Universal Church-Summer term)

Term	Year 5	Year 6
Autumn 1	UKS2.1.1 Calming the Storm Freedom and Responsibility Y5 (Reconciliation- Summer term) Ourselves Y5 Loving Y6 (Domestic Church- Autumn term)	UKS2.1.1 Calming the Storm Freedom and Responsibility Y5 (Reconciliation- Summer term) Ourselves Y5 Loving Y6 (Domestic Church- Autumn term)
	UKS2.2.1.1 Is God Calling You? Life Choices Y5 Vocation and Commitment Y6 (Baptism/ Belonging- Autumn term)	
	NSPCC Speak out Stay SAFE	NSPCC Speak out Stay SAFE
Autumn 2	LKS2.1.2.3 What is Puberty? Y4 unit	

	UKS2.1.2.4 Changing Bodies Y4 unit	
	UKS2.1.2.5 Boy/Girl Discussion Groups Y4 unit	
	Friendship week/ Anti bullying	Friendship week/ Anti bullying
Spring 1	UKS2.2.2.1 Under Pressure	UKS2.1.2.1 Gifts and Talents Ourselves Y5 (Domestic Church- Autumn term)
	UKS2.2.2.2 Do You Want a Piece of Cake?	UKS2.1.2.2 Girls' Bodies
	UKS2.2.2.3 Self-Talk	UKS2.1.2.3 Boys' Bodies
		UKS2.1.2.4 Spots and Sleep
		UKS2.1.3.1 Body Image
	Safer internet day Life bus visit	Safer internet day Life bus visit
Spring 2	UKS2.2.3.1 Sharing Isn't Always Caring	UKS2.1.3.2 Funny Feelings
	UKS2.2.3.2 Cyberbullying	UKS2.1.3.3 Emotional Changes Death and New LifeY6 (Lent/Easter-Springterm)
	UKS2.2.3.3 Types of Abuse	UKS2.1.3.4 Seeing Stuff Online
	UKS2.2.3.4 Impacted Lifestyles	UKS2.1.4.1 Making Babies (Part 1)
	UKS2.2.3.5 Making Good Choices	UKS2.1.4.2 Making Babies (Part 2) May be omitted
	UKS2.2.3.6 Giving Assistance	UKS2.1.4.3 Menstruation
Summer 1	UKS2.3.1.1 Trinity House Other faiths weeks	UKS2.3.1.1 Trinity House Other faiths weeks
	UKS2.3.1.2 Catholic Social Teaching Other faiths weeks	UKS2.3.1.2 Catholic Social Teaching Other faiths weeks
	Unit 2 UKS2.3.2.1 Reaching Out	Unit 2 UKS2.3.2.1 Reaching Out
Summer 2		

Parents will be issued with a login, which will enable them to view lesson resources and other useful information in the Parents' Portal.