

ST JULIE CATHOLIC PRIMARY SCHOOL

ECCLESTON



Relationships, Sex and Health Education (RSHE) Policy

Date of policy	June 2026
Written by	Helen Slocombe
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Ratified by	RE lead m. mankey

ST JULIE CATHOLIC PRIMARY SCHOOL

MISSION STATEMENT:

A caring, family school where we learn, grow and walk in the footsteps of Jesus.

In consequence of our school mission it is a fundamental aim of St. Julie's to be an inclusive school. To be a school which: -

- Has a sense of community
- Provides equal opportunities
- Offers partnership between school parents and parish
- Reflects upon the teachings of Christ and puts them into practice
- Values all members of the school community
- Its members show respect for themselves and each other
- Is a caring community.

We define an inclusive school as one where...

- Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
- All members of the school community are given the opportunity and support to achieve their true potential,
- All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
- Everyone feels empowered to play a full and effective role in the school.

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 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.

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. It will also prepare pupils for life in modern Britain.

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 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"¹ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Policy Development

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

1. Review – Staff involved included; Helen Slocombe (HT//RE/RSE lead), and Jane Ashcroft (DHT/PSHE lead). All DfE guidance and local Liverpool Archdiocese guidance was used to inform policy.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – Parents were invited to complete an online survey and there was then an opportunity for parents who had requested further information to communicate with a member of SLT to discuss any further issues. The policy was also sent to link Governors and the Chair of Governors prior to ratification.
4. Pupil consultation – through pupil voice questionnaires we investigated what pupils understood about the RSE curriculum, what they value and how we could develop the subject further.
5. Ratification – after consultation, the policy was an agenda item at a meeting of the full governing body and ratified

INCLUSION AND ADAPTIVE TEACHING AND 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. (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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

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...

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
- trigger drawings
- values clarification

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 workshops 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 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 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's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

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 resides with H. Slocombe head teacher (RE/RSE lead) and J. Ashcroft acting deputy head teacher (PSHE lead).

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 will often 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 'Checklist for External Speakers to Schools'².

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 the policy meets statutory requirements;
- 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 relevant National Curriculum science topics and the setting of RSE within PSHE.

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' Service, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

The co-ordinator 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. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

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 etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. 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, 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 a 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 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 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. 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 Co-ordinator 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 biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by 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.

Resources

Journey in Love 2ND Edition 2020

The PSHE Association www.pshe-association.org.uk

The Underwear PANTS Rule www.nspcc.org.uk

KS2 – 2020 CEOP – <https://saferinternet.org.uk/resource/thinkuknow>

2 – 2020 CEOP – Nation Crime Agency Command www.thinkuknow.co.uk

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	EYFS, Y1
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	EYFS, Y1
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	EYFS, Y2
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Y3,Y4
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Y5

Caring friendships

How Important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS.Y1,Y2
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	EYFS,Y3
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y3, Y4

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Y3,Y4
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Y3,Y4

Respectful relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	EYFS,Y1,Y2
Practical steps they can take in a range of different contexts to improve or support respectful relationships	EYFS,Y1,Y2
The conventions of courtesy and manners	EYFS,Y1,,Y3,Y4,Y5,Y6
The importance of self-respect and how this links to their own happiness	Y1,Y3,Y4,Y5,Y6
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Y2.Y3.Y4.Y5.Y6
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Y1.Y2.Y3.Y4.Y5.Y6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Y4,Y5,Y6
The importance of permission-seeking and giving in relationships with friends, peers and adults	Y3,Y4,Y5,Y6

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Y3,Y5,Y6
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	Y1, Y3, Y5, Y6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Y1, Y3, Y5, Y6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Y5,Y6
How information and data is shared and used online	Y6

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	EYFS,Y1,Y5,Y6
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	Y1,Y2,Y4
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Y1,Y5,Y6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Y1,Y3
How to recognise and report feelings of being unsafe or feeling bad about any adult	EYFS,Y3,Y4,Y5,Y6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Y2,Y4,Y5,Y6

How to report concerns or abuse, and the vocabulary and confidence needed to do so	EYFS,Y2,Y4,Y5,Y6
Where to get advice from e.g. family, school and/or other sources	EYFS,Y2,Y3,Y4

PSHE

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	Y1/2 Y3/4 Y5/6
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Y1/2 Y3/4 Y5/6
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	EYFS, Y1/2 Y3/4 Y5/6
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y1/2 Y3/4 Y5/6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Y5/6
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Y3/4 Y5/6
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Y1/2 Y3/4 Y5/6
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y3/4 Y5/6
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Y1 Y2 Y3 Y4 Y6 Y5/6
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	

COMPUTING

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	Y1, Y2, Y3, Y4, Y5, Y6
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Y5, Y6
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Y5, Y6
Why social media, some computer games and online gaming, for example, are age restricted	Y1, Y2
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Y3, Y4, Y5, Y6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y1, Y2
Where and how to report concerns and get support with issues online	Y1, Y2, Y3, Y4, Y5, Y6

SCIENCE

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	Y5, Y6
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	Y5, Y6
The risks associated with an inactive lifestyle (including obesity)	Y5, Y6
How and when to seek support including which adults to speak to in school if they are worried about their health	

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	EYFS, Y5, Y6 Y1/2
The principles of planning and preparing a range of healthy meals	Y2, Y5, Y6
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	EYFS Y2, Y5, Y6

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Y5, Y5 Y3, Y4, Y5, Y6
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Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Y3, Y4
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Y1, Y2, Y3, Y4, Y5, Y6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS Y3, Y4
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Y2, Y5, Y6
The facts and science relating to allergies, immunisation and vaccination	

Basic first aid

How to make a clear and efficient call to emergency services if necessary	Y1, Y2, Y3, Y4, Y5, Y6
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Y1, Y2, Y3, Y4, Y5, Y6

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Y5 Y5, Y6
About menstrual wellbeing including the key facts about the menstrual cycle	Y5 Y5, Y6

Appendix 2

LINKS with *Come and See* and Relationships and Sex Education

Introduction

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

Another way of using this section is when teaching some aspects of R.S.E. which occur in Science, P.E., health education or drama etc., make use of the links with the religious education programme.

YEAR 6		
LOVING	God who never stops loving	• What unconditional love means • How love is shown • How you are loved and cared for • What members of your family do for each other • How you show love to others • How people have inspired and influenced you to show unconditional love to others • What it means to be truly loving • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving • The scripture text that demonstrates God's unconditional love for everyone even when times are hard • The challenge these passages present to Christians • The Beatitudes and their meaning for today. • God's unconditional love and what this means • By living in God's way, as Jesus showed us, we can grow in love
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	• What it means to be committed • Why people are committed • The implications of lack of commitment • Whom shows commitment • How commitment affects the level of job satisfaction

		• Responding to the call of Jesus • Our mission in living out our baptismal vows
EXPECTATIONS	Jesus born to show God to the world	• The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down • Patience is important in expectations • The difference between wishing and expecting • The meaning of Advent
SOURCES	The Bible, the special book for the Church	• The kind of books which are the most helpful • Our lives are enriched by books • The wonder of books and how they take a person beyond themselves • The presence of God in the words of Scripture • The care and reverence with which the Word of God is treated
UNITY	Eucharist enables people to live in communion.	• Why friendships are important • The most important value in friendship • What helps a friendship to flourish • The kinds of behaviour that break a friendship • Those affected when a friendship is broken • Mending broken friendships • Becoming one with Christ and one another in Holy Communion • The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	• The affect of loss in everyday life • The change it brought • What remained the same • What is the best way to cope with loss • How people cope with loss and death • How death brings new life • Lent, a time to remember the suffering and death of Jesus

WITNESSES	The Holy Spirit enables people to become witnesses	• When to be a witness • How to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses • The witness of a local charity
HEALING	Sacrament of the Sick	• Showing compassion and care for those who are ill • Our attitude towards those people are ill in their minds • Helping, caring and understanding those with a learning disability. • What gives a person comfort when they are very ill • Why people give time and commitment to caring for others • Why we care for the sick • The Sacrament of Anointing brings comfort to those who are sick • The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	• How we build a fair and just world • The difference between fairness and justice, unfairness and injustice • Helping to promote the dignity and common good of one another • Beatitudes; a guide from Jesus about how to live life • The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good • Something about Catholic Social Teaching

Appendix 3

Statutory Science Curriculum

EYFS children learn about life cycles. Through on going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

KS1 children learn:

That animals, including humans, move, feed, grow and use their senses and reproduces

To recognise and compare the main external parts of the bodies of humans

That humans and animals can reproduce offspring and these grown into adults

To recognise similarities and difference between themselves and others

To treat others with sensitivity

KS2 children learn:

That the life processes common to humans and other animals including nutrition, growth and reproduction

About the main stages of the human life cycle