

# SACRED HEART CATHOLIC PRIMARY SCHOOL



## A POLICY FOR RELATIONSHIPS AND SEX EDUCATION

| Document Control |                                             |
|------------------|---------------------------------------------|
| Title            | Relationship and Sex Education (RSE) policy |
| Policy Approval  | Autumn Term 2025                            |
| Policy Review    | Autumn 2027                                 |

## **Scope of this policy**

We constantly seek to embrace our mission, “With joyful hearts, we love, learn and praise as a family of God.” And promote values of Respect, Excellence, Witness, Stewardship and Love & Forgiveness.

At Sacred Heart, we will at all times and in all that we do, serve as a witness to the Catholic Faith in Our Lord Jesus Christ. We believe that parents are the first and foremost educators of their children and that we are called to support them in their God given task. Each child is valued and encouraged to achieve human wholeness- spiritually, morally, emotionally, physically and academically in a happy secure Christian Environment.

With the Gospels values at the heart of what we do, staff, pupils, and families will partner together to celebrate the talents and individuality of all in our community and produce resourceful and resilient pupils, equipped to make a positive impact in the modern world.

In this policy the Governors and Teachers, in partnership with pupils and their parents, set out their intentions about Relationship and Sex Education (RSE). We set out our rationale for and approach to relationships and sex education in the school based on the principals of engagement with pupils and parents, building positive relationship so that we can ensure our pupils are prepared for the digital world that they now live in.

## **Implementation and Review of Policy**

The policy will be approved by the Full Governing Body. It will be reviewed every 2 years and reported on at the Pupils and Standards committee meetings. The policy will be available to read on the school website as required by the DfE.

## **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.”

The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

## **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, 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 centered 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 RSE scheme 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.

## **Aims of RSE and the Mission Statement**

Our Mission Statement and school values 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.

## **Objectives**

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality;
- 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.
- 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;

#### **To know and understand:**

- the Church's teaching on relationships and the nature and meaning of 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;

## **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. 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.

### **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. Please refer to Sacred Heart Equality Policy for further information

### **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.

### **Scheme of Work**

At Sacred Heart, we have chosen to use Ten:Ten 'Life to the Full' as our RSE Programme. The programme has been carefully written to ensure that RSE is taught through a Catholic lens in line with Church teachings and has been approved for use by the Diocese of Shrewsbury.

Our programme will cover three modules:

- **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.
- **Module two:** Created to love others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe including digital harms and harmful content online.
- **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.

It is an entire platform of creative resources that will engage, inform and inspire children. This includes interactive video content, story-based activities, employing a wide range of tools, original worship music and an accompanying programme of classroom prayers. The resources are updated regularly through the online platform to meet emerging issues and guidelines. In addition, there is an online parent platform so that parents and carers can engage with the teaching and deepen the experience for their child. (A full overview of the scheme of work can be found in Appendix A)

### **Assessment**

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention. Pupils' responses both oral and written will be recorded in class RSHE books.

### **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 have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.' (DfE). Should parents wish to withdraw their child(ren) they must notify the school by contacting the headteacher. 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**

The Headteacher and the SLT have the responsibility for the specific relationships and sex education programme. 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.

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. 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.

The Governors will ensure that the RSE programme is carried out in line with the agreed policy. The Head teacher takes overall delegated responsibility for the implementation of the policy and for liaison with the Governing Body, parents and Diocese.

### **RE Leader**

The RE leader together with the Headteacher 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 lead 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 Religious Education and 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.

### **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.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, dubious, harmful or illegal activity. For example, where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. All children's needs will be catered for as appropriate. 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

### **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. 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, Headteacher, but that the pupils would always be informed first that such action was going to be taken

### **Monitoring and Evaluation**

The RE Leader 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. This policy will be reviewed every two years.

## Appendix A – Curriculum Overview Ten:Ten ‘Life to the Full’

| Term     | Reception                                                                                                                                                                                                                                                                                                                               |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <b>Handmade with Love</b><br>Big question: Who created us?                                                                                                                                                                                                                                                                              |
|          | <b>I Am Me</b><br>Big Question: What makes you unique (special)?                                                                                                                                                                                                                                                                        |
|          | <b>Heads, Shoulders, Knees and Toes</b><br>Big Question: ask the children to name body parts verbally.                                                                                                                                                                                                                                  |
|          | <b>Ready Teddy</b><br>Big Question: How can we look after our bodies?                                                                                                                                                                                                                                                                   |
|          |                                                                                                                                                                                                                                                                                                                                         |
| Autumn 2 | <b>I like, you like, we all like.</b><br>Big question: Do we all have to like the same things to be friends?                                                                                                                                                                                                                            |
|          | <b>All the feelings</b><br>Big question: What should you do if you feel sad?                                                                                                                                                                                                                                                            |
|          | <b>Let's Get Real</b><br>Big Question: What should we do when people do things that upset us?                                                                                                                                                                                                                                           |
|          | <b>Growing Up</b><br>Big Question: What happens as we grow up?                                                                                                                                                                                                                                                                          |
|          | <b>PSHE - New People, New Places</b><br>Have a selection of photographs, some from the first few weeks of the school year and some more recent and invite children to sort them into <b>Then</b> and <b>Now</b> . This activity could prompt or guide discussions about how they have changed or memories of their early days in class. |
|          | <b>Classroom Shorts</b><br>5 5 minute videos Teacher to initiate discussion after the videos. Videos support and explore the PSHE New People New Places lesson.                                                                                                                                                                         |
| Spring 1 | <b>Role Models</b><br>Big Question: Who is a role model to you?                                                                                                                                                                                                                                                                         |
|          | <b>Who's Who?</b><br>Big Question: Who are special people that can help you?                                                                                                                                                                                                                                                            |
|          | <b>You've Got a Friend in Me</b><br>Big Question: How can you be a good friend?                                                                                                                                                                                                                                                         |
|          | <b>Forever Friends</b><br>Big Question: What should we do when we are unkind to someone?                                                                                                                                                                                                                                                |
|          | <b>What is the Internet?</b><br>Big Question: Discuss children's feelings associated with online and offline time. You might like to broaden this to screen time in general.                                                                                                                                                            |
|          | <b>Playing Online</b><br>Big Question: What should we do if we see something scary or upsetting on the internet?                                                                                                                                                                                                                        |
| Spring 2 | <b>Safe Inside and Out</b><br>Big Question: How can we keep ourselves safe?                                                                                                                                                                                                                                                             |
|          | <b>My Body My Rules</b><br>Big Question: Who should you talk to if you feel worried?                                                                                                                                                                                                                                                    |
|          | <b>Feeling Poorly</b><br>Big Question: Who should give us medicine and why?                                                                                                                                                                                                                                                             |
|          | <b>People Who Help Us</b><br>Big Question: Who can help us in an emergency?                                                                                                                                                                                                                                                             |
|          |                                                                                                                                                                                                                                                                                                                                         |
| Summer 1 | <b>God is Love</b><br>Big Question: What does God ask us to do? (love one another)                                                                                                                                                                                                                                                      |
|          | <b>Loving God, Loving Others</b><br>Big Question: What is a community? How can we share God's love in our community?                                                                                                                                                                                                                    |
|          |                                                                                                                                                                                                                                                                                                                                         |
| Summer 2 | <b>Me, You, Us</b><br>Big Question: How can we help others?                                                                                                                                                                                                                                                                             |
|          | <b>PSHE - When I Grow Up ...</b><br>What is a job? Why do people need them?                                                                                                                                                                                                                                                             |
|          | <b>PSHE - Money Doesn't Grow On Trees</b><br>What is money?                                                                                                                                                                                                                                                                             |
|          | <b>PSHE - Classroom Shorts</b><br>6 5 minute videos Teacher to initiate discussion after the videos. These are to support the job and money PSHE lessons                                                                                                                                                                                |
|          |                                                                                                                                                                                                                                                                                                                                         |

|          | Year One                                                                                                                                                                | Year Two                                                                                                                                                    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <b>I am Unique (Me)</b><br>Big Question: How are you unique (what are your gifts and talents)? Children can draw themselves.                                            | <b>Feeling Inside Out</b><br>Big Question: How are feelings and actions different? (Could give an example: Feeling angry action: cry)                       |
|          |                                                                                                                                                                         | <b>Super Susie Gets Angry</b><br>Big Question: Our choices have consequences, what is a consequence?                                                        |
| Autumn 2 | <b>Girls and Boys</b><br>Big Question: How are boys and girls the same? How are boys and girls different? (Can they name body parts of boys and girls/ the differences) | <b>Beginnings and Endings * Death and Grief</b><br>Big Question: What is grief? When might we feel it?                                                      |
|          | <b>Clean and Healthy</b><br>Big Question: Give 3 ways you can keep yourself clean and healthy.                                                                          | <b>PHSE - Change is All Around</b><br>How have you changed and grown?<br>How can God help us as we change?                                                  |
|          | <b>The Cycle of Life</b><br>Big Question: Pupils stick a human life cycle in the correct sequence and can talk about birth, growing and death                           | <b>PHSE - Classroom Shorts</b><br>4 short videos with discussion points related to changing and growing.                                                    |
| Spring 1 | <b>God Loves You</b><br>Big Question: How can we show love to others like God does for us?                                                                              | <b>Special People</b><br>Big Question: Draw a person that is special to you and write why they are special. (Does not have to be a family member)           |
|          | <b>Real Life Online</b><br>What is the internet? How do you use it? How does using the internet make you feel?                                                          | <b>Treat Others Well...</b><br>Big Question: How should we treat each other and why?                                                                        |
|          | <b>Rules To Help Us</b><br>How can you be safe on the internet? Who can help you if you see something scary or upsetting on the internet?                               | <b>... And Say Sorry</b><br>Big Question: When we are unkind, or people are unkind to us what should we do?                                                 |
| Spring 2 | <b>Good Secret and Bad Secrets</b><br>Big Question: Who should we talk to if a secret is worrying us?                                                                   | <b>Physical Contact</b><br>Big Question: Safe or unsafe. Assessment Activity from Ten Ten planning.                                                         |
|          | <b>Three in One</b><br>Big Question: What are the three special names for God? (Father, Son and Holy Spirit)                                                            | <b>Harmful Substances</b><br>Big Question: Why are alcohol and tobacco harmful to our bodies?                                                               |
|          | <b>Who Is My Neighbour?</b><br>Big Question: Can you name a community that you are a part of? How can you help it?                                                      | <b>Can You Help Me?</b><br>Big Question: What should you do in an emergency? <i>You could give the children a scenario and ask them what they would do.</i> |
| Summer 1 | <b>The Communities We Live In</b><br>Big Question: We have a duty of care to everyone, how can you help? (Children could draw how they can help communities)            | <b>PHSE - Who Will I Be?</b><br>Why do people need jobs?<br>Why do people have different jobs?<br>Can boys/girls do any job?                                |
|          | <b>PHSE - Needs and Wants Classroom Shorts</b><br>5 short videos about money wants and needs both classes can use as discussion points.                                 |                                                                                                                                                             |
| Summer 2 | Use this half-term to catch up/ ensure all of your content is taught before pupils move onto the next year group                                                        |                                                                                                                                                             |

| Term     | Year 3                                                                                                                                                                  | Year 4                                                                                                                                                                      |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <b>Get Up 5 lessons over 5 days</b><br>Big Question: Tell Zog Assessment Activity from Ten Ten lesson Plan                                                              | <b>What is Puberty?</b><br>Big Question: What is puberty and when does it happen?                                                                                           |
|          | <b>The Sacraments</b><br>Big Question: Why are Baptism and reconciliation important sacraments?                                                                         | <b>Changing Bodies</b><br>Big Question: Give children a diagram of boys and girls genitalia to name.                                                                        |
|          | <b>We Don't Have To Be The Same</b><br>Big Question: How can we show good teamwork even though we are all different?                                                    | <b>Discussion Groups <i>Male/female discussion groups (optional)</i></b><br>Big Question: Based on the last 2 lessons collect in children's questions to discuss with them. |
|          | <b>Respecting Our Bodies</b><br>Big Question: Name some ways in which we can show respect to our bodies.                                                                |                                                                                                                                                                             |
| Autumn 2 | <b>What Am I Feeling?</b><br>Big Question: What is emotional well-being? Describe some things that can help our emotional well-being.                                   | <b>Life Cycles <i>Sexual intercourse not discussed</i></b> –<br>Big Question: What is conception?                                                                           |
|          | <b>What Am I Looking At?</b><br>Big Question: Is everything we see on the internet real?                                                                                | <b>A Time for Everything</b><br>Big Question: How can we help ourselves when someone has died or we fell a loss?                                                            |
|          | <b>I Am Thankful!</b><br>Big Question: Why is it important to be thankful?                                                                                              |                                                                                                                                                                             |
| Spring 1 | <b>PHSE - Big Changes, Little Changes</b><br>Big Questions: How can we help each other and ourselves to deal with change?                                               | <b>Family, Friends and Others</b><br>Big Question: Describe a good friendship. What can we do when our relationships go wrong?                                              |
|          | <b>Jesus My Friend</b><br>Big Question: Why is forgiveness and reconciliation important to our relationships and friendships?                                           | <b>When Things Feel Bad</b><br>Big Question: Explain what bullying is, how should we respond to it?                                                                         |
| Spring 2 | <b>Sharing Online</b><br>Big Question: Explain how you can be safe and responsible online.                                                                              | <b>Safe in My Body</b><br>Big Question: Name some people that you would trust to go to for help.                                                                            |
|          | <b>Chatting Online</b><br>Big Question: If you were chatting online to someone and they used inappropriate language or sent you upsetting pictures, what should you do? | <b>Drugs, Alcohol and Tobacco</b><br>Big Question: Why are drugs, alcohol and tobacco harmful substances?                                                                   |
|          |                                                                                                                                                                         | <b>First Aid Heroes</b><br>Big Question: What should you do in an emergency? <i>You could give the children a scenario and ask them to write what they would do.</i>        |
| Summer 1 | <b>PHSE - Classroom Shorts</b><br>1 short video with discussion points related to what we consume in the media and online                                               | <b>PHSE - Rights and Responsibilities</b><br>Big Question: What rights do you have?                                                                                         |
|          | <b>PHSE - Classroom Shorts</b><br>5 short videos with discussion points exploring staying safe when out and about.                                                      | <b>PHSE - Classroom Shorts</b><br>4 short videos with discussion points related to What right do you have?                                                                  |
|          | <b>A Community of Love</b><br>Big Question: What is The Trinity? How can we reflect The Trinity in our families?                                                        | <b>How Do I Love Others?</b><br>Big Question: How can we love and care for others? Children could also draw a picture to go with their response.                            |
| Summer 2 | <b>What is the Church?</b><br>Big Question: Which three communities make up 'The Church Family?' (home school and parish)                                               | <b>PHSE - Money Matters</b><br>Big Question: How can we keep track of how much we are spending?                                                                             |
|          | <b>PHSE - Working Together</b><br>Big Question: What is your dream job and what skills will you need to do it?                                                          | <b>PHSE - Classroom Shorts</b><br>5 short videos with discussion points related to Money Matters                                                                            |
|          | <b>PHSE - Classroom Shorts</b><br>5 short videos with discussion points related to Working Together.                                                                    |                                                                                                                                                                             |

| Term     |  | Year 5                                                                                                                                                                              | Year 6                                                                                                                                                                                            |
|----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 |  | <b>Calming the Storm</b><br>Big Question: What do you understand by the word faith ? How can faith in God help you when there are changes in your life?                             | <b>Gifts and Talents</b><br>Big Question: How does teamwork create community?                                                                                                                     |
|          |  | <b>Body Image</b><br>Big Question: Why should we not compare how we look to images of people online?                                                                                | <b>Girls Bodies</b><br>Big Question: What changes happen to girls during puberty?<br><i>Give children a diagram to label these changes.</i>                                                       |
|          |  | <b>Peculiar Feelings</b><br>Big Question: Why should we think before we act? How are our thoughts feelings and actions all linked?                                                  | <b>Boy's Bodies</b><br>Big Question: What changes happen to boys during puberty?<br><i>Give children a diagram to label these changes.</i>                                                        |
|          |  |                                                                                                                                                                                     | <b>Spots and Sleep</b><br>Big Question: Name 5 ways you can look after your body. (Rest and sleep, exercise, personal hygiene, not overusing electronics) Why is it important to do these things? |
| Autumn 2 |  | <b>Emotional Changes</b><br>Big Question: How can we look after our emotional well-being? What impact do hormones have on our feelings?                                             | <b>Seeing Stuff Online</b><br>Big Question: What should you do if you see harmful material online?                                                                                                |
|          |  | <b>Menstruation</b><br>Big Question: What happens during menstruation?<br>True/false statements                                                                                     | <b>Making Babies (Part 1)</b><br>Big Question: Explain how a baby grows and develops in its mother's womb.                                                                                        |
|          |  |                                                                                                                                                                                     | <b>Hope and Death</b><br>How can you support yourself or others with grief?                                                                                                                       |
|          |  |                                                                                                                                                                                     | <b>PHSE - Coping with Change</b><br>Big Question: Name some ways you can cope with change.                                                                                                        |
| Spring 1 |  |                                                                                                                                                                                     | <b>PHSE - Classroom Shorts</b><br>5 short videos with discussion points related to Coping with Change                                                                                             |
|          |  | <b>God is Calling You</b><br>Big Question: How can we participate in God's call to us? Children can also draw pictures to go with answer.                                           | <b>Under Pressure</b><br>Big Question: What should you do if you are feeling pressured? <i>Give the children a case study to write a short response to.</i>                                       |
|          |  |                                                                                                                                                                                     | <b>Do You Want a Piece of Cake?</b><br>Big Question: You have bodily autonomy, what does this mean?<br>P4C debate: should we say no to everything? E.g. no to chores.                             |
|          |  |                                                                                                                                                                                     | <b>Self-Talk</b><br>Big Question: Give children a scenario of someone acting on their feelings in a negative way. What should this person have done?                                              |
|          |  |                                                                                                                                                                                     | <b>Build Others Up</b><br>Big Question: Name some of the protected characteristics                                                                                                                |
|          |  |                                                                                                                                                                                     | <b>PHSE – Classroom Shorts</b><br>5 short videos with discussion points related to Build Others Up                                                                                                |
| Spring 2 |  |                                                                                                                                                                                     |                                                                                                                                                                                                   |
|          |  | <b>Sharing Isn't Always Caring</b><br>Big Question: Give children a case study of inappropriate material or messaging and ask them to write a response. What should this person do? | <b>Types of Abuse</b><br>Big Question: Can you label these types of abuse? (Give children 4 definitions for them to label emotional, physical, neglect, sexual)                                   |
|          |  | <b>Cyberbullying</b><br>Big Question: What is cyberbullying? What should you do if you experience it?                                                                               | <b>PHSE - Classroom Shorts</b><br>2 short videos with discussion points related to honour based violence, trafficking and forced marriage                                                         |
|          |  | <b>PHSE – Classroom Shorts</b><br>1 short video with discussion points related to thinking critically about what we consume in the media and online                                 | <b>Impacted Lifestyles</b><br>Big Question: What should Poppy do?<br>Ten Ten Assessment worksheet.                                                                                                |
| Summer 1 |  |                                                                                                                                                                                     | <b>PHSE - Classroom Shorts</b><br>2 short videos with discussion points related to Impacted Lifestyles                                                                                            |
|          |  | <b>The Holy Trinity</b><br>Big Question: Name the three persons of The Trinity. How does The Trinity work through us?                                                               | <b>Making Good Choices</b><br>Big Question: Give the children a case study/scenario from lesson plan. Ask them to write a short response to the person.                                           |
|          |  | <b>PHSE - The World of Work</b><br>Big Question – My future work sheet – Activity from TenTen planning.                                                                             | <b>Giving Assistance</b><br>Big Question: partner the children and ask them to put each other in the recovery position. Pic collage for assessment record.                                        |
|          |  | <b>PHSE – Classroom Shorts</b><br>5 short videos with discussion points related to The World of Work                                                                                |                                                                                                                                                                                                   |

|             |                                                                                                                                                                                                                                                    |                                                                                                                                                                   |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summer<br>2 | <b>Catholic Social Teaching</b><br>Big Question: Give children a newspaper or watch Newsround. Ask them to label the Catholic Social Teaching they observe. E.g. a report about recycling and climate change would come under caring for creation. | <b>Reaching Out</b><br>Big Question: How can we spread God's love in our community? Each prepare a small poster based on the Catholic Social Teaching Principles. |
|             |                                                                                                                                                                                                                                                    | <b>PHSE - Money and Me</b><br>Big Question – Keeping Track work sheet – Activity from TenTen planning.                                                            |
|             |                                                                                                                                                                                                                                                    | <b>PHSE – Classroom Shorts</b><br>6 short videos with discussion points related to Money and Me                                                                   |

## **Appendix B: Relationships education: content to be covered by the end of primary. DfE Statutory guidance (July 2025)**

### **Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

### **Respectful, kind relationships**

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their

own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

## **Online safety and awareness**

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online.

Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

## **Being Safe**

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Where to get advice e.g. family, school and/or other sources.

## **Appendix C: Health and wellbeing: content to be covered by the end of primary DfE Statutory guidance (July 2025)**

### **General wellbeing Curriculum content:**

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

### **Wellbeing online Curriculum content:**

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

### **Physical health and fitness Curriculum content:**

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried

about their health.

**Healthy eating Curriculum content:**

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

**Drugs, alcohol, tobacco and vaping Curriculum content:**

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

**Health protection and prevention Curriculum content:**

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

**Personal safety Curriculum content:**

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

**Basic first aid Curriculum content:**

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

**Developing bodies Curriculum content:**

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.