



RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

AUTHOR:	F. HOPKINS / J. JOYNSON
RATIFIED BY:	GOVERNING BODY
REVIEWED:	ANNUALLY
NEXT REVIEW:	SUMMER 2027

**Awaiting ratification*

ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

MISSION STATEMENT

St. Bede, patron of our school, wrote:

"It was always my delight to learn and to teach".

We are a celebrating community, living the
Gospel Values, committed to educating children
in the light of the Catholic Faith.

We journey together so that we

"Might have life - life in all its fullness".

John 10:10

This policy is produced in line with the model policy provided by the Catholic Education Service (CES) and the Diocesan model policy provided by the Archdiocese of Liverpool.

In this policy the Governing Body and teachers of St. Bede's Catholic Junior School - in partnership with the Diocesan Schools' Service, pupils and their parents - set out the school's intentions about Relationships, Sex and Health education (RSHE).

RATIONALE

We are involved in Relationships, Sex and Health education (RSHE) 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 RSHE 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. RSHE, 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, RSHE 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 RSHE will be in accordance with the Church's moral teaching. It emphasises 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 also prepares 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 God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues are explicitly explored and promoted:

- faithfulness,
- fruitfulness,
- chastity,
- integrity,
- prudence,
- mercy,
- compassion.

AIMS OF RSHE

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

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

The aims of Relationships, Sex and Health Education at St. Bede's Catholic Junior School are to:

- Provide a framework in which **sensitive discussions** can take place.
- Help pupils develop feelings of **dignity, self-worth, self-respect, confidence and empathy**.
- **Prepare pupils for puberty** and give them an understanding of sexual development and the importance of health and hygiene.
- Create a **positive culture** around issues of sexuality and relationships.
- Teach pupils the **correct vocabulary** to describe themselves and their bodies.

Objectives

To develop the following attitudes and virtues:

- **reverence** for the gift of human sexuality and fertility;
- **respect for the dignity of every human being** – in their own person and in the person of others;
- **joy** in the goodness of the created world and their own bodily natures;
- **responsibility** for their own actions and a recognition of the impact of these on others;
- 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**:

- the **skills that form the building blocks of all positive relationships**, from the very start of their education, to grow into kind, caring adults who have respect for others;
- 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;
- skills for **managing difficult feelings** in their friendships, like disappointment or anger.
- **being patient, delaying gratification** and learning to recognise the appropriate stages in the development of relationships, and **how to love chastely**;
- skills to **keep themselves and others safe**, and to recognise and report risks and abuse, including online.
- ability to **assess risks and manage behaviours** in order to minimise the risk to health and personal integrity.
- **understanding what counts as abusive behaviour** and learning to **trust their instincts** about behaviour that doesn't feel right.
- ability to **understand about bullying**, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

To **know and understand**:

- the Church's teaching on relationships and **the nature and meaning of sexual love**;
- the Church's teaching on marriage and **the importance of marriage and family life**;
- the centrality and **importance of virtue in guiding human living and loving**;
- the physical and psychological changes that accompany **puberty**;
- the facts about **human reproduction**, and how sexual love plays an essential and sacred role in procreation;
- **who to speak to and what to do when they have concerns** about themselves or others and the **need to be resilient when seeking help**.
- that **being a victim of abuse is never the fault of the child**.

OUR CURRICULUM FOR RELATIONSHIP, SEX AND HEALTH EDUCATION

The Christian belief in the unique dignity of the human person, made in the image and likeness of God, forms the basis of all that we aim to teach the children about:

- how to form loving relationships,
- how to understand the gift of human sexuality and
- how to care for the gift of their health and the health of others.

By combining these three areas in the subject of RSHE, we help the children to understand how to do this well. In the light of the knowledge that we are made in God's image and likeness, through the RSHE curriculum, we learn that we are made to know and love Him, and through this relationship, to love ourselves

and then to love others. It is for this reason that the three areas of Relationship Education, Sex Education and Health Education are interrelated and should **sit together in a well-planned and continuous curriculum**.

RELATIONSHIPS EDUCATION

In our Catholic school, relationships education is anchored in the understanding of human dignity and the knowledge that we are all precious children of God – and therefore should be concerned with **developing positive, respectful relationships** with others.

It also equips children with the knowledge and understanding of **how to keep themselves – and others – safe**, and how to recognise and report risks and abuse, including online. We teach children about boundaries, privacy and their rights over their own bodies and personal information.

As precious children of God, it is essential that we teach children to **recognise emotional, physical and sexual abuse** in an age-appropriate and non-alarming way. Even our youngest children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right.

In light of human dignity, we teach children to understand about **bullying**, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation – and equip them with strategies of who they can talk to and what to do when they feel that something is wrong.

SEX EDUCATION

Sex Education is not compulsory in primary schools; however, it is recommended by the Department for Education (DfE) that primary schools teach Sex Education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the statutory National Curriculum for science. The National Curriculum for science includes subject content in related areas, such as the **main external body parts**, the **human body as it grows from birth to old age** (including **puberty**) and **reproduction in some plants and animals**.

At St. Bede's, we ensure that all sex education is rooted in the Catholic Church's teaching and will be placed firmly within the context of relationship - as it is there that sexuality grows and develops and we commit to fostering an understanding in children that gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

As a Catholic school, we believe that parents are the first educators of children and therefore – and in line with DfE Guidelines – we commit to **consultation with our parents and carers** about the content of anything that will be taught within sex education. This process includes **informing parents prior to lessons being delivered**, offering parents **support** in talking to their children about sex education and how to link this with what is being taught in school, **answering frequently-asked or specific questions** openly, and **providing advice** about parents' **right to request withdrawal** from sex education.

The *A Journey in Love* programme, approved by the Archdiocese of Liverpool, is the means through which sex education is delivered.

HEALTH AND WELLBEING EDUCATION

In our Catholic school, we hold the belief that our bodies are gifts from God and as such, we are called to care for our health and for the health of others.

In the light of this, we aim to teach children about **health and wellbeing**, to enable pupils to make good decisions about their own health and wellbeing, to understand the **links between physical and mental health**, to recognise when things are not right in their own health or the health of others and to seek support when needed.

We also commit to supporting pupils to develop strategies for **self-regulation, perseverance and determination**, even in the face of setbacks.

INCLUSION, SEND AND EQUALITY

In line with our Inclusion Policy, we ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances.

Teaching is developed to ensure these subjects are **accessible** for pupils with SEND and **prepare all pupils for adulthood**, as set out in the *SEND Code of Practice*. Pupils at different stages of cognitive or emotional development and those with specific challenges, whether of a physical or intellectual nature, receive **appropriately adapted teaching and support** to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods are adapted to meet the varying needs of this group of pupils. Importantly, we ensure that **children with SEND are not withdrawn from RSHE** as a result of their additional needs by equipping staff with the resources and training needed to support all children.

The Governing Body has wider responsibilities under the Equality Act 2010 and ensures that our school strives to **do the best for all pupils**, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children. Through our RSHE curriculum, we teach pupils about the Equality Act so that **inclusion and equality are the lived experience of all within our school**.

RSHE at St. Bede's focuses on building positive attitudes and skills, promoting healthy norms about relationships and about health, including mental health. We **avoid language which might normalise harmful behaviour** among young people – for example gendered language which might normalise male violence or stigmatise boys. Teaching is responsive to the contextual safeguarding of the school and is age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

PROGRAMME / RESOURCES

In the provision and use of resources to teach the RSHE curriculum, the school is committed to:

- **promoting Catholic values and virtues** and **teaching in accordance with Church teaching**;
- ensuring that pupils are offered a **balanced programme** by providing an RSHE programme that offers a range of viewpoints on issues;
- ensuring pupils receive **clear scientific information** as well as **covering the aspects of the law pertaining to RSHE**. (*It is important to understand that 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.*);
- ensuring that pupils have access to the learning they need to **stay safe, healthy and understand their rights** as individuals;
- ensuring **coverage of all statutory topics**, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school;
- ensuring that the curriculum is **carefully sequenced**, so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms;
- adopting an **inclusive, well-sequenced RSHE curriculum**, informed by **meaningful engagement with pupils** to ensure that the curriculum is relevant.

In order to achieve this and in line with Diocesan protocols, the school follows the *A Journey In Love* programme supplemented by the *Coram SCARF PSHE* programme and *No Outsiders in Our School*.

RSHE objectives are also taught through our Religious Education (RED), Science (Kapow Primary) and e-safety (e-aware) programmes of study, the *My Happy Mind programme* and through enrichment initiatives.

Our school makes use of Public Health Intelligence (PHIT) data to provide a curriculum that is bespoke and responsive to the needs of the local community. We use special projects, local initiatives, visitors and work with parents/carers to weave local needs and issues into our school's RSHE offer.

All materials chosen to support in the delivery of RSHE are reviewed through a Catholic lens to ensure they comply with Church teaching, meet the aims and objectives of the school's mission statement, and support and enhance the school's Catholic ethos.

Appendix I outlines our entire RSHE curriculum offer.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific RSHE programme resides with a core group of key staff:

Staff Member	Area of Responsibility
Faith Hopkins	Headteacher; RSHE Coordinator
Jasmine Joynson	Assistant Headteacher (Catholic Life); RE Subject Leader; Assistant RSHE Coordinator
Marcelle Hulme	PSHE Subject Leader
Ashley Halliday	Science Subject Leader
Stephenie Lloyd-Green/Lesley Harrington	My Happy Mind Programme Coordinators

However, all staff are involved in developing the attitudes and values aspect of the RSHE programme. They are role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They contribute 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 RSHE. 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 the CES guidance 'Checklist for External Speakers to Schools' (which can be found in **Appendix II**) and staff work with visitors to ensure that all teaching is rooted in Catholic principles and practice.

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 supports parents and carers by providing material to be shared with their children at home and workshops to help parents and carers to find out more.

Parents and carers are informed by letter/email when the more sensitive aspects of RSE (most notably, the 'Physical' part of the *A Journey in Love* programme) will be covered in order that they can be prepared to talk and answer questions about their children's learning (see **Appendix III**). The school will also inform parents of any deviation from their published RSHE policy and curriculum in advance and share any relevant materials with them on request.

Parents and carers can view a curriculum overview on the school website and learn more about the materials at the annual curriculum overview meetings (held in the autumn term), parent-carer-teacher conferences, Y3 induction meetings (held in the summer term) and through parent-carer working party meetings. Should parents request to view individual lesson content, they should make contact with the school RSHE coordinator who will make the necessary arrangements. Parents and carers can also access a list of frequently-asked questions and answers in **Appendix IV**.

Consultation

Parents must be consulted before this policy is ratified by the Governing Body. They will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. At all times, they are able to view the resources used by the school. Our aim is that, through this cyclical consultation process, every parent and carer will have full confidence in the school's RSHE programme.

Right of Withdrawal

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, who will arrange for a meeting or consultation to establish the elements of the curriculum from which the child is able to be withdrawn. ***(It is important to note that the right to withdraw from Sex Education does not extend to Relationship and Health Education).***

Parents and carers are encouraged to 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).

OTHER ROLES AND RESPONSIBILITIES

The Governing Body -

- ratifies up the RSHE policy, following consultation with parents and teachers;
- ensures that the policy is available to parents;
- ensures that the policy is in accordance with other whole school policies, the ethos of the school and Catholic Christian beliefs;
- ensures that the policy meets statutory requirements;
- ensures that parents know of their right to withdraw their children;
- establishes a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensures that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

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

RSHE Coordinator

The coordinator, 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 RSHE and the provision of in-service training.

All Staff

RSHE is a whole school issue. All members of the teaching staff 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 RSHE in accordance with the Catholic ethos of the school. Appropriate training is made available for all staff teaching RSHE. All staff have been included in the development of this policy.

SAFEGUARDING

We recognise that children will need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion, and such discussion may well lead to disclosure of a safeguarding issue. If staff have any concerns about a child's welfare, they should act on them immediately following the school's safeguarding procedures.

CHILDREN'S QUESTIONS

The staff and governors of St. Bede's want to promote a healthy, positive atmosphere in which RSHE 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. The *A Journey in Love* programme provides support for staff in answering pupils' frequently-asked questions.

Some pupils may ask questions about topics which go beyond the curriculum content. These questions will be handled with sensitivity, ensuring that the pupil feels heard and supported in an appropriate way. We recognise that unanswered questions may lead pupils to turn to inappropriate sources of information, including online. The school will offer individualised support to parents in dealing with responses to such questions and signposting to support services where needed.

MONITORING AND EVALUATION

The RSHE coordinator monitors the provision of the programme in a considered and planned way.

RSHE is not assessed formally; rather, any assessment is **ipsative** – that is, focused on personal progress and comparison against previous performance, knowledge and understanding rather than against an expected standard. Monitoring of pupils' engagement and understanding in the RSHE programme, therefore, takes place through pupil voice conferences, questioning, surveys and discussion with pupils, staff and parents.

The RSHE coordinator and the Headteacher may conduct learning walks to observe RSHE lessons (particularly the delivery of the *A Journey in Love* programme) in practice. Questions considered typically include the following:

- What are pupils learning?
- What approaches to teaching and learning are used in lessons?
- How are pupils engaged in learning? What adaptive teaching – if necessary – is used?
- What can pupils remember about their RSHE lessons? What key themes and ideas can they speak about?
- What reasons can pupils give for why they are learning RSHE?

Work produced in PSHE, Science and Religious Education books is scrutinised termly by subject leaders and this provides the opportunity to check for compliance with the RSHE policy and curriculum across the school.

Annually, curriculum overviews are reviewed and updated. The RSHE curriculum evolves through a cycle of monitoring, evaluation and consultation, and consideration is given to emerging local needs and issues.

Governors, who remain ultimately responsible for the policy, consider all such evaluations and suggestions before amending the policy. Annually, they complete an audit of RSHE policy and provision to inform any amendments.

The Consultation Process

A process of consultation takes place in the production, review and amendment of this policy annually:

- Pupils are consulted through **focus groups** involving representative pupil leadership teams (including the school council and house captains).
- Pupils are asked about the RSHE curriculum during **learning walks and lesson visits**.
- Parents and carers complete **end-of-year questionnaires**, which invite them to share their feelings, opinions and understanding of the school's RSHE offer.
- Pupils and parents/carers in Year 6 complete **exit questionnaires**.
- Parents are invited to attend year group **curriculum meetings** (held annually in the autumn term).
- Parents are invited to an annual **RSHE working party meeting** in which the RSHE policy and curriculum are explained in depth and ideas/questions are encouraged.
- Staff come together to **review the RSHE curriculum** annually, and to **identify training opportunities or needs**.
- The **wider school community** (including the School Nurse and Mental Health Support Team) are consulted as required.
- **Local council initiatives** are considered in the review of the curriculum (e.g. the multi-agency offer of support available through Halton Healthy Schools).
- The **Archdiocesan Education Team** helps to review the policy and feeds back on its compliance with DfE and Diocesan guidance.
- School governors review the policy annually in a **full governing body meeting**, at which the headteacher and RSHE coordinator are present.

COMPLIANCE AND RELATIONSHIP TO OTHER POLICIES

This policy complies with the following statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (DfE, 2025)
- 'Learning to Love': An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators (Bishops' England and Wales Mandate, 2017)

This policy links to the following policies and procedures:

- Religious Education Policy
- Social, Moral, Spiritual and Cultural (SMSC) Policy
- Curriculum Policy
- Safeguarding Policy
- Equality Duty Statement
- Inclusion Policy
- Anti-Bullying Policy
- Social Media Code of Conduct
- Mental Health and Wellbeing Policy

DISSEMINATION

The policy is shared with all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents through the school's website. Details of the content of the RSHE curriculum is also published on the school's website.

APPENDICES

- Appendix I: RSHE Curriculum
- Appendix II: 'Checklist for External Speakers to Schools' (CES guidance, 2022)
- Appendix III: Letter to parents/carers pertaining to Sex Education
- Appendix IV: Frequently-asked Questions

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning

RSHE CURRICULUM OVERVIEW 2026-27



“We journey together that we might have life – life in all its fullness.” (John 10: 10)

Year 3: Autumn

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Social and Emotional Describe and give reasons how friendships make us feel happy and safe.	Creation and Covenant	Me and My Relationships	Two Monsters (by David McKee) Find a solution to a problem.	E-safety: Friends Understand the difference between real-life friends and online-only friends.	Module 1: Meet Your Brain Learn how our brain and mind work together. Know what Neuroplasticity is. Learn more about the ‘team’ in our brain – the Hippocampus, Amygdala and Prefrontal Cortex. Know about the role of the Amygdala. Learn how to train the brain. Know why the Amygdala behaves the way it does. Learn how the brain is structured. Know what Neurons and Neural Pathways are. Learn how to look after the brain. Know that Happy Breathing is a key way to look after the brain.		Remembrance Service
	Prophecy and Promise	As a Rule (Rule of Law) Explain why we have rules. Explore why rules are different for different age groups, in particular for internet-based activities. Suggest appropriate rules for a range of settings. Consider the possible consequences of breaking the rules.					Type Onesie Day (Diabetes Awareness)
		Looking after our special people (Mutual Respect) (Human Dignity) Identify people who they have a special relationship with. Suggest strategies for maintaining a positive relationship with their special people.					Anti-Bullying Ambassador Event
		Friends are special Identify qualities of friendship. Suggest reasons why friends sometimes fall out. Rehearse and use, now or in the future, skills for making up again.					Anti-Bullying Week
		Thunks (Individual Liberty) Express opinions and listen to those of others. Consider others’ points of view. Practise explaining the thinking behind their ideas and opinions.					
		Dan’s Dare Explain what a dare is. Understand that no-one has the right to force them to do a dare. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.					
		Valuing Difference	Oliver (by Birgitta Sif) Understand how difference can affect someone.				
	Family and Friends (Human Dignity) Recognise that there are many different types of family. Understand what is meant by ‘adoption’, ‘fostering’ and ‘same-sex relationships.’						
	My Community						

		(Participation and the Common Good) Define the term ‘community’. Identify the different communities that they belong to. Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Our Friends and Neighbours (Tolerance) (Human Dignity) Explain that people living in the UK have different origins. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Let’s Celebrate Our Differences (Mutual Respect) (Human Dignity) Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult). Zeb Understand and explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what this is.	This is Our House (by Michael Rosen) Understand what discrimination means.				
--	--	--	---	--	--	--	--

Year 3: Spring

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Physical Describe and give reasons why friendships can break down, and how they can be repaired and strengthened.	Galilee to Jerusalem Desert to Garden	Rights and Respect	Beegu (by Alexis Deacon) To be welcoming.	Science: Animals, Including Humans (Moving, Growing, Skeleton and Muscles) Name the different food groups and understand a balanced diet. Explain why the skeleton is important. Name parts of the skeleton. Explain what a joint is and describe different types. Explain what muscles are and why they are important. E-safety: Time Online Understand how spending too much time online can be detrimental to health.	Module 2: Celebrate Learn what character is and where it comes from. Know which Character Strengths we have. Learn which strengths we use the most. Know why it is important to use our strengths. Know how we can use our strengths in difficult situations and how we can grow our strengths. Module 3: Appreciate Know what appreciation means and why gratitude is important. Learn how to develop an Attitude of Gratitude. Know how it feels to give and receive gratitude.		Children's Mental Health Week Safer Internet Day
		Helping Each Other Stay Safe Identify key people who are responsible for them to stay safe and healthy. Suggest ways they can help these people.					
		Recount Task Understand the difference between 'fact' and 'opinion'. Understand how an event can be perceived from different viewpoints.					
		Our Helpful Volunteers (Dignity of Work) Define what a volunteer is. Identify people who are volunteers in the school community. Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.					
		Can Harold Afford It? Understand the terms 'income', 'saving' and 'spending'. Recognise that there are times we can buy items we want and times when we need to save for items. Suggest items and services around the home that need to be paid for.					
		Earning Money (Dignity of Work) Explain that people earn their income through their jobs. Understand that the amount people get paid is due to a range of factors.					
		Growing and Changing Body Space Understand what is meant by the term 'body space' (or 'personal space'). Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when					

		someone is inappropriately in their body space. Secret or Surprise? Define the terms ‘secret’ and ‘surprise’ and know the difference between a safe and an unsafe secret. Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Basic First Aid (British Red Cross)		PE: Drumba (Agility and Creativity) Identify and describe ways in which we can promote healthy exercise habits and think positively about physical activity.	Learn how to build a habit of gratitude. Know which hormone gets released when we give or receive gratitude. Know how we can use our Character Strengths to appreciate ourselves.		
--	--	---	--	---	---	--	--

Year 3: Summer

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Spiritual Celebrate the joy and happiness of living in friendship with God and others.	To the Ends of the Earth Dialogue and Encounter	Being My Best	The Hueys in the New Jumper (by Oliver Jeffers) Use strategies to help someone who feels different.	E-safety: Passwords Identify the steps that can be taken to keep personal information secure. Design Technology: Food – Eating Seasonally Taste and select seasonal ingredients. Describe the benefits of using seasonal fruits and vegetables, and the impact on the environment.	Module 4: Relate Learn how to understand and celebrate differences. Know what Stop, Understand and Consider means and how it can help. Learn how seeing things from a different perspective can get easier. Know what makes a good friend and how friends help us to solve problems. Know how Active Listening can help us to relate with others. Module 5: Engage Know what activities we engage in and how to feel good. Know how we can feel and do good,		Year 3 Residential Visit (Tattenhall) Year 3 Retreat Afternoon
		Derek Cooks Dinner Explain how each of the food groups on the Eatwell Guide benefits the body. Explain what is meant by the term 'balanced diet'. Give examples of what foods might make up a balanced meal.					
		Poorly Harold Explain how some infectious illnesses are spread from one person to another. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses. Suggest medical and non-medical ways of treating an illness.					
		Body Teamwork Name major internal body parts. Describe how food, water and air get into the body and blood.					
		I Am Fantastic! (Individual Liberty) (Human Dignity) Identify their achievements and areas of development. Recognise that people may say kind things to help us feel good about ourselves. Explain why some groups of people are not represented as much on television or in the media.					
		Top Talents (Individual Liberty) (Human Dignity) Explain some of the different talents and skills that people have and how skills are developed. Recognise their own skills and those of other children in the class.					
		Keeping Safe					
		Safe or Unsafe? Identify situations which are safe or unsafe. Identify people who can help if a					

		situation is unsafe. Suggest strategies for keeping safe.			and what Big Dream Goals are.		
		Danger or Risk? Define the words ‘danger’ and ‘risk’ and explain the difference between the two. Demonstrate strategies for dealing with a risky situation.			Learn how perseverance and resilience help us. Know how to keep focused on our goals.		
		The Risk Robot Identify risk factors in given situations. Suggest ways of reducing or managing those risks.			Reflect on how positive habits help us to be at our best.		
		Help or Harm? Understand that medicines are drugs and suggest ways that they can be helpful or harmful.					

Year 4: Autumn

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Social and Emotional Describe how we all should be accepted and respected.	Creation and Covenant The virtues of faith, hope and love (charity). Prophecy and Promise	Me and My Relationships	Dogs Don't Do Ballet (by Anna Kemp and Sara Ogilvie) Know when to be assertive.	E-safety: Photos Understand that when a photo is uploaded to the internet it is there forever.	Module 1: Meet Your Brain Know how to train the mind, how the brain can grow and about the different parts of the brain. Learn more about how the Hippocampus, Amygdala and Prefrontal Cortex work together. Know what is real and perceived danger, and what triggers the Amygdala. Learn how to calm the Amygdala. Know what Neurons and Neural Pathways are. Learn how to form habits. Know how to look after our brains. Continue to develop the Happy Breathing habit.	Halton Healthy Schools: Sleep and Screens Workshop Anti-Bullying Ambassador Event Anti-Bullying Week	Remembrance Service Type Onesie Day (Diabetes Awareness) Anti-Bullying Ambassador Event Anti-Bullying Week
		Ok or not Ok? (Part One) (Human Dignity) Explain what we mean by a 'positive, healthy relationship'. Describe some of the qualities that they admire in others.					
		Ok or not Ok? (Part Two) Recognise that there are times when they might need to 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend.					
		An e-mail from Harold Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. Explain how different words can express the intensity of feelings.					
		Different Feelings Identify a wide range of feelings. Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state.					
		Under Pressure Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.					
		Valuing Difference	The Way Back Home (by Oliver Jeffers) Overcome language as a barrier.				
		Can You Sort It? (Promoting Peace) Define the terms 'negotiation' and 'compromise'. Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.					
		What Would I Do?					

		(Tolerance) List some of the ways that people are different to each other. Recognise potential consequences of aggressive behaviour. Suggest strategies for dealing with someone who is behaving aggressively.					
		The People We Share Our World With (Mutual Respect and Tolerance) (Human Dignity) List some of the ways in which people are different to each other. Define the word ‘respect’ and demonstrate ways of showing respect to others’ differences.					
		That Is Such A Stereotype! (Tolerance) Understand and identify stereotypes, including those promoted in the media.					
		Friend Or Acquaintance? Recognise that they have different types of relationships with people they know. Give examples of features of these different types of relationships, including how they influence what is shared.					

Year 4: Spring

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Physical Describe how we should treat others, making links with the diverse modern society we live in.	Galilee to Jerusalem Desert to Garden	Rights and Respect	King and King (by Linda de Hann and Stern Nijland) Understand why people choose to get married.	Science: Animals Including Humans (Teeth and Eating) Talk about the different types of teeth in the mouth. Describe the simple functions of the basic parts of the digestive system in humans. E-safety: Things Are Not Always As They Seem Understand that what we see online is not always what we think it is. Understand that it is easy for people to lie online. PE: Drumba (Beat and Burn) Showcase improved strength and overall fitness. Give and receive feedback.	Module 2: Celebrate Learn about Character Strengths, which we use most and why it is important to use them. Know how to use Character Strengths in difficult situations and in lots of different ways. Know how we can grow our strengths. Learn more about Neuroplasticity and how it helps us. Module 3: Appreciate Know what appreciation means and the three categories of gratitude. Know why gratitude is important and how to create a habit of gratitude.		Children's Mental Health Week Safer Internet Day Year 4 Residential Visit (Castleton)
		It's Your Right! (Democracy and Individual Liberty) (Participation) Understand that humans have rights and also responsibilities. Identify some rights and the responsibilities that come with these.					
		How Do We Make A Difference? (Democracy) (Subsidiarity and Participation) Understand the reason we have rules. Suggest and engage with ways that they can contribute to the decision-making process in school. Recognise that everyone can make a difference within a democratic process.					
		In The News! Define the word 'influence'. Recognise that reports in the media can influence the way they think about a topic. Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.					
		Safety In Numbers (Participation) Explain the role of the bystander and how it can influence bullying or other anti-social behaviour. Recognise that they can play a role in influencing outcomes of situations by their actions.					
		Why Pay Taxes? Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. Understand how a payslip is laid out showing both pay and deductions. Prioritise public services from most essential to least essential.					

		Growing and Changing Islands (see Valuing Difference unit) (Human Dignity) Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Moving House Describe some of the changes that happen to people during their lives. Explain how the Learning Line can be used as a tool to help them manage change more easily. Suggest people who may be able to help them deal with change. My Feelings Are All Over The Place! Name some positive and negative feelings. Suggest reasons why young people sometimes fall out with their parents. Take part in a role play practising how to compromise.	The Flower (by John Light) To ask questions.		Learn about the Gratitude Domino Effect. Know which hormone gets released when we give or receive gratitude. Learn how gratitude can help us face problems. Learn more about how our Character Strengths help us to appreciate ourselves.		
--	--	---	---	--	--	--	--

Year 4: Summer

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Spiritual Celebrate the uniqueness and innate beauty of each of us.	To the Ends of the Earth Dialogue and Encounter	Being My Best	Red: A Crayon's Story (by Michael Hall) To be who you want to be.	E-safety: Cyberbullying Identify the meaning of the word 'cyberbullying'. Identify online dangers and understand ways we can stay safe online.	Module 4: Relate Learn how to understand and celebrate differences. Know what Stop, Understand and Consider means and how it can help. Know how we can use our strengths in different ways. Know what makes a good friend, how friends help us to solve problems and why it is important to show gratitude to our friends. Know how Active Listening can help us to relate with others. Module 5: Engage Learn what we can engage in and know how we can help ourselves to feel good.		Year 4 Retreat Afternoon
		Making Choices Give examples of choices they make for themselves and choices others make for them. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.					
		Harold's Seven 'R's (Stewardship) Understand the ways in which they can contribute to the care of the environment. Suggest ways the Seven Rs recycling methods can be applied to different scenarios.					
		My School Community (Participation) Define what is meant by the word 'community'. Suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community.					
		Basic First Aid (British Red Cross)					
		Keeping Safe					
		Danger, Risk Or Hazard? Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. Identify situations which are either dangerous, risky or hazardous. Suggest simple strategies for managing risk.					
		How Dare You! Define what is meant by the word 'dare'. Identify from given scenarios which are dares and which are not. Suggest strategies for managing dares.					
		Keeping Ourselves Safe					

		Describe stages of identifying and managing risk. Suggest people they can ask for help in managing risk.			Learn why setting goals makes us feel so good.		
		Medicines: Check The Label Understand that medicines are drugs. Explain safety issues for medicine use. Suggest alternatives to taking a medicine when unwell. Suggest strategies for limiting the spread of infectious diseases, such as hand-washing routines.			Know how perseverance and resilience help us, and how to stay focused on our goals.		

Year 5: Autumn

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Social and Emotional Show knowledge and understanding of emotional relationship changes as we grow and develop.	Creation and Covenant	Me and My Relationships	Rose Blanche (by Ian McEwan and Roberto Innocenti) Justify our actions.	E-safety: Passwords Understand the importance of keeping passwords safe. Understand the importance of creating strong passwords. PE: Swimming Develop basic skills of water safety and floating. Learn techniques for personal survival.	Module 1: Meet Your Brain Learn how the Hippocampus, the Amygdala and the Prefrontal Cortex work. Know why the Amygdala behaves in the way it does, what triggers it and how to calm it. Know what Neurons and Neural Pathways are, and how habits are formed. Know how to look after the brain. Learn how Dopamine is released into the brain and how this makes us feel. Learn how taking slow, deep breaths is good for the brain. Learn what happens in the brain when we are feeling stressed. Know about the role of Cortisol and how to	Cheshire Fire Service Visit Halton Healthy Schools: Sleep and Screens Workshop	Remembrance Service Type Onesie Day (Diabetes Awareness) Anti-Bullying Ambassador Event Anti-Bullying Week
	Prophecy and Promise	Collaboration Challenge (Mutual Respect) Explain what collaboration means. Describe the attributes needed to work collaboratively.					
		Give And Take (Promoting Peace) Explain what is meant by ‘negotiation’ and ‘compromise’. Describe strategies for resolving difficult issues or situations.					
		How Good A Friend Are You? Demonstrate how to respond to a wide range of feelings in others. Give examples of some key qualities of friendship.					
		Our Emotional Needs Recognise basic emotional needs and understand that they change according to circumstance. Identify risk factors in a given situation and consider outcomes of risk-taking in this situation, including emotional risks.					
		Being Assertive Identify characteristics of passive, aggressive and assertive behaviours. Understand and rehearse assertiveness skills.					
		Valuing Difference	And Tango Makes Three (by Justin Richardson and Peter Parnell) Accept people who are different from us.				
		Qualities Of Friendship Define some key qualities of friendship. Describe ways of making a friendship last. Explain why friendships sometimes end.					
		Happy Being Me (Solidarity) Develop an understanding of discrimination and its injustice, and describe this using examples. Consider					

		how discriminatory behaviour can be challenged.			manage our Cortisol levels.		
		The Land Of The Red People (Mutual Respect and Tolerance) (Human Dignity, the Common Good, Solidarity and Promoting Peace) Identify and describe the different groups that make up the school, wider community and other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.					
		Stop, Start, Stereotypes Recognise that some people can get bullied because of the way they express their gender. Give examples of how bullying behaviours can be stopped.					

Year 5: Spring

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Physical Show knowledge and understanding of the physical changes in puberty.	Galilee to Jerusalem	Rights and Respect	How to Heal a Broken Wing (by Bob Graham) Recognise when someone needs help.	Science: Living Things and Their Habitats	Module 2: Celebrate		Children’s Mental Health Week Safer Internet Day
	Desert to Garden	Fact Or Opinion? Understand the difference between a fact and an opinion. Understand what biased reporting is and the need to think critically about things we read.		Describe the reproductive cycle of an animal, including mammals.	Learn about Character Strengths and their main types through Virtues.		
		Mo Makes A Difference (Dignity of Work) Explain what we mean by the terms ‘voluntary group’, ‘community group’ and ‘pressure (action) group’. Give examples of voluntary groups, the kind of work they do and its value.					
		Rights, Respect and Duties (Participation) Define the differences between responsibilities, rights and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out.					
		Spending Wisely State the costs involved in producing and selling an item. Suggest questions a consumer should ask before buying a product.					
		Lend Us A Fiver! Define the terms ‘loan’, ‘credit’, ‘debt’ and ‘interest’. Suggest advice for a range of situations involving personal finance.					
	Growing and Changing	Where the Poppies Now Grow (by Hilary Robinson and Martin Impey) To learn from our past.	E-safety: Gaming	Understand how other people use their Character Strengths.			
			Understand the importance of playing games which are age-appropriate.	Know which Character Strengths belong to which Virtue.			
		Design Technology: Food – Developing a Recipe	Know how we can use our strengths in different situations, and how we can develop the strengths we use less often.				
		Adapt a traditional recipe, understanding that its nutritional value alters. Describe the health benefits of different food groups.	Module 3: Appreciate				
		PE: Drumba (Mind Craft)	Learn how to recognise and show appreciation in real situations. Learn in a deeper way to think about gratitude, using intent, cost and benefit.				
		Describe how to build healthy habits					

		Dear Ash Explain the difference between a safe and an unsafe secret. Identify situations where someone might need to break a confidence in order to keep someone safe.		and a positive mindset.	Know why it matters to show gratitude, not simply feel it. Know how showing gratitude can spread Notice different things we are grateful for. Know what happens when we make gratitude a habit. Learn why gratitude for experiences can feel just as good, or better, than gratitude for possessions. Know how gratitude can help us through tough times. Know that gratitude for ourselves is often the hardest category but just as important. Learn to use Character Strengths as something to be grateful for.		
--	--	--	--	--------------------------------	--	--	--

Year 5: Summer

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Spiritual Celebrate the joy of growing physically and spiritually.	To the Ends of the Earth Dialogue and Encounter	Being My Best	The Artist Who Painted a Blue Horse (by Eric Carle) Appreciate artistic freedom.	Science: Animals Including Humans Describe how humans change as they age. E-safety: Cyberbullying Identify cyberbullying and understand its consequences.	Module 4: Relate Know what it means to relate to someone. Know that people can use the same Character Strength in different ways, and that our strengths, experiences and memories all shape how we see a situation. Know that ‘Stop, Understand, Consider’ helps us to relate to others more easily. Learn to see things from another person’s perspective and know which part of the brain helps us to do this. Know what helps and what gets in the way of seeing other perspectives and why it gets easier with practice. Know that we often choose friends because of their Character Strengths, and that there isn’t		Year 5 Residential Visit: Stratford-upon-Avon Year 5 Retreat Afternoon
		Different Skills (Human Dignity) Identify their own strengths and talents. Identify areas that need improvement and describe strategies for achieving those improvements.					
		Independence and Responsibility Identify people who are responsible for helping them stay healthy and safe. Identify ways that they can help these people.					
		Star Qualities? (Human Dignity) Describe ‘star’ qualities of celebrities as portrayed by the media. Recognise that the way people are portrayed in the media isn’t always an accurate reflection of them in real life. Describe ‘star’ qualities that ‘ordinary’ people have.					
		Basic First Aid, including Sepsis Awareness (British Red Cross)					
		Keeping Safe					
		Spot Bullying (Solidarity) Demonstrate strategies to deal with both face-to-face and online bullying. Demonstrate strategies and skills for supporting others who are bullied.					
		Decision Dilemmas Recognise which situations are risky. Explore and share their views about decision-making when faced with a risky situation. Suggest what someone should do when faced with a risky situation.					
		Ella’s Diary Dilemma Define what is meant by a dare. Explain why someone might give a dare. Suggest					

		ways of standing up to someone who gives a dare.			one right combination. Know that friends can help us to solve problems by seeing things from a different perspective. Know why it is important to thank our friends.		
		Vaping: Healthy or Unhealthy? Describe some of the health risks caused by vaping. Understand that there are potential health risks of vaping that are not yet fully known. Use critical thinking skills when reading information or media. Understand that companies selling vaping products do so to make money. Describe some of the possible outcomes of taking a risk.			Module 5: Engage Learn how feelings affect our engagement levels. Learn how we already have the skills of perseverance and resilience.		
		Would You Risk It? Identify risk factors in a given situation (involving smoking) and consider outcomes of risk-taking in this situation, including emotional risks. Understand the actual norms around smoking and alcohol, and the reasons for common misperceptions of these.					

Year 6: Autumn

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Social and Emotional Develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	Loving Vocation and Commitment Expectations	Me and My Relationships	My Princess Boy (by Cheryl Kilodavis and Suzanne DeSimone) To promote diversity.	E-safety: Time Online Understand how spending too much time online can be detrimental to health. Understand that it is important to have a healthy balance in life.	Module 1: Meet Your Brain Know about how the brain works and how our feelings impact the brain. Learn about different ways to look after the brain so we can be our best selves. Learn how to develop healthy habits, which look after the mind.		Year 6 Drama Lessons (Andrew Curphey) Faith in Action Reflection Point (We Are Loved) Year 6 Retreat Day (Caring for Others) Remembrance Service Type Onesie Day (Diabetes Awareness) Anti-Bullying Ambassador Event Anti-Bullying Week
		Solve the Friendship Problem (Human Dignity and Promoting Peace) Recognise some of the challenges that arise from friendships. Suggest strategies for dealing with such challenges, demonstrating the need for respect and an assertive approach.					
		Dan's Day (Human Dignity) Describe the consequences of reacting to others in a positive or negative way. Suggest ways that people can respond positively to others.					
		Behave Yourself Recognise and empathise with patterns of behaviour in peer-group dynamics. Recognise basic emotional needs and understand that they change according to circumstance. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.					
		Don't Force Me (Rule of Law) Describe ways in which people show their commitment to each other. Know the ages at which a person can marry, depending on whether their parents agree. Understand that everyone has the right to be free to choose who and whether to marry.					
		Acting Appropriately (Rule of Law) Recognise that some types of physical contact can produce strong negative feelings. Know that some inappropriate touch is also illegal.					

		Valuing Difference	The Whisperer (by Nick Butterworth) Stand up to discrimination.				
		OK To Be Different (Solidarity) Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers.					
		We Have More In Common Than Not (Mutual Respect and Tolerance) (Human Dignity and Solidarity) Know that all people are unique but that we have more in common with each other than what is different about us. Consider how a bystander can respond to someone being rude, offensive or bullying someone else. Demonstrate ways of offering support to someone who has been bullied.					
		Respecting Differences (Mutual Respect and Tolerance) (Human Dignity) Demonstrate ways of showing respect to others, using verbal and non-verbal communication.					
		Tolerance and Respect For Others (Mutual Respect and Tolerance) (Human Dignity and Solidarity) Understand and explain the term 'prejudice'. Identify and describe the different groups that make up the school, wider community and other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.					
		Boys Will Be Boys? Define what is meant by the term 'stereotype'. Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people.					

Year 6: Spring

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Physical Explain how human life is conceived.	Sources Unity Death and New Life	Rights and Respect	Dreams of Freedom (by Amnesty International) Recognise our freedoms.	E-safety: Privacy Settings Understand the importance of keeping private information safe. Understand what social media is and why it is used. PE: Drumba (Performance) Sustain physical activity. Demonstrate and describe a wide range of musical and physical practices. Explain the benefits of physical activity and how to stay motivated over time.	Module 2: Celebrate Learn about Character Strengths and Virtues in more detail. Learn to choose the right Character Strength on purpose, especially in a difficult moment. Know how to use Character Strengths to support ourselves and others. Know that Character Strengths can be developed and grown with practice. Notice and encourage Character Strengths in other people. Know why telling someone about a strength they have shown helps them and us.		Faith in Action Reflection Point (Loving our Neighbour) Children’s Mental Health Week Safer Internet Day Faith in Action Reflection Point (Kingdom of God)
		Two Sides To Every Story Define the terms ‘fact’, ‘opinion’, ‘biased’ and ‘unbiased’, explaining the difference between them. Describe the language and techniques that make up a biased report.					
		What’s It Worth? Explain some benefits of saving money. Describe the different ways money can be saved, outlining the pros and cons of each method. Describe the costs that go into producing an item. Suggest sale prices for a variety of items, taking into account a range of factors. Explain what is meant by the term ‘interest’.					
		Happy Shoppers (Stewardship) Explain what is meant by living in an environmentally sustainable way. Suggest actions that could be taken to live in a more environmentally sustainable way.					
		Democracy in Britain: Elections (Democracy) (Subsidiarity and Participation)					
		Democracy in Britain: How Laws Are Made (Democracy and Rule of Law) (Subsidiarity and Participation)					
		Growing and Changing	Love You Forever (by Robert Munsch) Consider how life may change as one grows up.		Module 3: Appreciate Know that gratitude is not just something we notice but a tool we can choose to use deliberately. Know		
		I Look Great! (Human Dignity) Understand that fame can be short-lived. Recognise that photos can be changed to match society’s view of perfect. Identify qualities that people have, as well as their looks.					

		Helpful Or Unhelpful? Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change. Identify people who can support someone who is dealing with a challenging time of change.			how gratitude can help us to manage Cortisol during stressful moments, and about the roles Dopamine and Serotonin play. Learn to use Character Strengths as a source of gratitude for ourselves and that naming a specific strength can make our gratitude more meaningful. Build an Attitude of Gratitude for self and others that extends beyond the module.		
--	--	---	--	--	---	--	--

Year 6: Summer

RSE (A Journey in Love)	Religious Education	PSHE (Coram SCARF)	No Outsiders in Our School	Other curriculum subjects	My Happy Minds	Local Projects and Initiatives	Enrichment
Spiritual Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	Witnesses Healing Common Good	Being My Best	The Island (by Armin Greder) Challenge the causes of racism.	Science: Evolution and Inheritance Recognise that living things produce offspring of the same kind but, normally, offspring vary and are not identical to their parents. Science: Animals Including Humans Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. Describe the ways in which nutrients and water are transported within the body.	Module 4: Relate Learn how to put Active Listening into action, especially when we disagree. Learn how Active Listening helps us to pause, understand someone else's perspective and choose how to respond. Know what happens to the brain when we feel angry or upset, and why this can make listening harder. Know how our Character Strengths shape the way we handle disagreements. Spot the Character Strengths that people are using on both sides of a disagreement. Know how Character Strength Boosters can help us to put a friendship right and how we can grow them with practice.		Faith in Action Reflection Point: Servant Leadership Secondary School Transition Visits Year 6 Residential Visit (Lockerbie)
		This Will Be Your Life! (Human Dignity and Dignity of Work) Identify aspirational goals. Describe the actions needed to set and achieve these.					
		Our Recommendations (Subsidiarity and Participation) Present information they researched on a health and wellbeing issue, outlining the key issues and making suggestions for any improvements concerning those issues.					
		What's The Risk? Identify risk factors in a given situation. Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.					
		Five Ways To Wellbeing Project Explain what the five ways to wellbeing are. Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.					
		Basic First Aid, including Sepsis Awareness (British Red Cross)					
		Keeping Safe					
		To Share Or Not To Share? (Rule of Law) Know that it is illegal to create and share sexual images of children under 18 years old. Explore the risks of sharing photos and films of themselves with other people directly or online. Know how to keep their information private online.					

		Rat Park Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. What Sort Of Drug Is...? (Rule of Law) Explain how drugs can be categorised into different groups depending on their medical and legal context. Demonstrate an understanding that drugs can have both medical and non-medical uses. Explain in simple terms some of the laws that control drugs in this country. Drugs: It's The Law! (Rule of Law) Understand some of the basic laws in relation to drugs. Explain why there are laws relating to drugs in this country. Alcohol: What Is Normal? Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol.		E-safety: P. C. Tetlow Identify cyberbullying and understand its consequences.	Module 5: Engage Recap all the strategies that help us to feel our best and review how effectively we are using these habits and how we can use them even more. Review how to help ourselves feel good and do good. Learn about how Goal Setting can help us to achieve even more.		
--	--	---	--	---	--	--	--

Primary Relationships Education: Statutory Curriculum Content

Families and people who care for me	
<i>Content</i>	<i>Covered in</i>
That families are important for children growing up safe and happy because they can provide love, security and stability.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Y6
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y5, 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.	Y3, Y4, Y5, Y6
Caring Friendships	
<i>Content</i>	<i>Covered in</i>
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Y3, Y4, Y5, Y6
How to manage conflict, and that resorting to violence is never right.	Y3, Y4, Y5, Y6
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Y3, Y4, Y5, Y6
Respectful, kind relationships	
<i>Content</i>	<i>Covered in</i>
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.	Y5, Y6
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
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.	Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Y3, Y4, Y5, Y6
The conventions of courtesy and manners.	Y3, Y4, Y5, Y6

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.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Y4, Y5, Y6
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Y3, Y4, Y5, Y6
Online safety and awareness	
Content	Covered in
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.	Y3, Y5, Y6
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.	Y3, Y4, Y5, Y6
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.	Y5, Y6
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Y3, Y4, Y5, Y6
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.	Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
Being Safe	
Content	Covered in
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.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Y3, Y4, Y5, Y6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Y3, Y4, Y5, Y6
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6

Primary Health and Wellbeing: Statutory Curriculum Content

General wellbeing	
<i>Content</i>	<i>Covered in</i>
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.	Y3, Y4, Y5, Y6
The importance of promoting general wellbeing and physical health.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Y3, Y4, Y5, Y6
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y3, Y4, Y5, Y6
That isolation and loneliness can affect children, and the benefits of seeking support.	Y3, Y4, Y5, Y6
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Y3, Y4, Y5, Y6
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.	Y4, Y5, Y6
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).	Y3, Y4, Y5, Y6
That it is common to experience mental health problems, and early support can help.	Y3, Y4, Y5, Y6
Wellbeing online	
<i>Content</i>	<i>Covered in</i>
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.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
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.	Y3, Y6
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Y3, Y4, Y5, Y6
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Y5, Y6
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Y5
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.	Y4, Y5, Y6
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Y4, Y5, Y6
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Y4, Y5, Y6
That they have rights in relation to sharing personal data, privacy and consent.	Y3, Y5, Y6
Where and how to report concerns and get support with issues online.	Y3, Y4, Y5, Y6
Physical health and fitness	

<i>Content</i>	<i>Covered in</i>
The characteristics and mental and physical benefits of an active lifestyle.	Y3, Y4, Y5, Y6
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.	Y3, Y4, Y5, Y6
The risks associated with an inactive lifestyle, including obesity.	Y3, Y4, Y5, Y6
How and when to seek support including which adults to speak to in school if they are worried about their health.	Y3, Y4, Y5, Y6
Healthy eating	
<i>Content</i>	<i>Covered in</i>
What constitutes a healthy diet (including understanding calories and other nutritional content).	Y5
Understanding the importance of a healthy relationship with food.	Y3, Y4, Y5, Y6
The principles of planning and preparing a range of healthy meals.	Y3, Y5
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).	Y4, Y5, Y6
Drugs, alcohol, tobacco and vaping	
<i>Content</i>	<i>Covered in</i>
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.	Y5, Y6



CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist **‘School(s)’** means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.¹

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on “political impartiality in schools” which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents and carers.

¹ For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	Answer	Actions needed/Comment
Will the Speaker be supervised at all times during their visit? If not, why not?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Has the Speaker understood and confirmed that their communications in the school will: • Be respectful towards Catholic teachings • Not be prejudicial or detrimental to the Catholic character of the school • Not engage pupils in political activity and • Not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable) • Be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate)	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have you reviewed the resources/materials that will be used by the Speaker?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have you conducted a general internet search using the Speaker's	YES ☐	

name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	NO ☐ FURTHER COMMENT ☐	
Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	YES ☐ NO ☐ FURTHER COMMENT ☐	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Signed _____

Position _____

Dated _____

Approved for booking

Senior Staff member Name _____

Position _____

Dated _____

APPENDIX III

ST. BEDE'S CATHOLIC JUNIOR SCHOOL *celebrates life and learning*

DATE HERE

RE: RSHE CURRICULUM

Relationship, Sex and Health Education (RSHE) supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world. At St. Bede's Catholic Junior School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. It is a vital and compulsory part of the school curriculum.

RSHE at St. Bede's is delivered through a Catholic lens to ensure content is taught in light of our Catholic faith. It is covered using the Archdiocesan recommended resource, 'A Journey in Love', and lessons are carefully scripted to ensure that content is catered to the age, stage and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner.

The aims of Relationships, Sex and Health Education (RSHE) at St. Bede's Catholic Junior School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

As a result, the 'physical' part of the curriculum in upper key stage two covers the internal and external changes that occur in puberty (Y5), the purpose of the menstrual cycle (Y5), the human reproductive organs (Y6), how human life is conceived (Y6) and the development of a baby from embryo to foetus to newborn (Y6). While relationships education underpins teaching and learning throughout the school year, these specific, scripted lessons which relate to health and sex education are taught during the spring term.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020 or any aspect of RSHE which falls under the National Curriculum for science; however, parents do have the right to withdraw their children from the non-statutory component of sex education in Year 6. Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSHE.

For more information about the RSHE curriculum, please visit the school website.

Love and thanks,

(Headteacher)

APPENDIX IV

A Journey in Love: Frequently-asked Questions

**Questions and answers are taken directly from the 'A Journey in Love' programme (p71 – 73)*

Why teach Sex and Relationship Education in a Catholic school?	We teach Sex and Relationship Education because the Book of Genesis teaches us that we are made in the image and likeness of God, male and female. So our gender is part of our identity and is essential to forming healthy relationships with other people. The greatest fulfilment and deepest relations for most people will be within the Sacrament of Marriage, when the complementarity of genders allows us to glimpse our God as Creator. Other relationships, such as those with parents and siblings, are also influenced by our gender, as are friendships and other forms of love. The above is part of our understanding of God's Creation and we respect and worship God by relating to his Creation in the appropriate way according to our age and our commitments to God and one another.
What do we teach?	The programme 'A Journey in Love' is a recommended resource for the teaching of Relationship and Sex Education because it is compiled specifically to present a Catholic vision. In each year group, an aspect of love is explored and developed, starting from Early Years to Key Stage Two. Young people are encouraged to marvel at the wonder and beauty of God's creative love reflected in each person under the components: social and emotional, physical and spiritual. Each section has suggested progressive/developmental tasks, activities and reflections, and cross-curricular links to RE, science, art, drama, music, literacy, prayer and hymns.
The programme presents the ideal; how are families with other family structures referenced?	The programme presents Church teaching which is what is expected in Catholic schools. The compilers and all those using this are sensitive to the fact that not all children are from the same background or family setting.
Do you think that having Sex Education lessons draws attention to the subject and thereby encourages children and young people to 'try it out'?	We have no evidence to suggest this, but knowledge is surely better than ignorance. We do not want to leave our children in dangerous spaces.
Do you teach boys and girls separately and why?	This is entirely up to the school. In most instances when the information is shared children receive it together.
When are children taught about homosexuality and how do you approach this in a Catholic setting?	This would be approached before the end of Key Stage Two if it arises and information would be expected to be age-appropriate. The 'A Journey in Love' glossary makes clear what the Catechism teaches about homosexuality.
My parents were not married when I was born. Was that wrong?	We need to teach that the best care of children is within marriage. We do not, however, level judgement. Pope Francis advocated a special kind of tenderness and compassion toward young unmarried couples.
Contraception is a common feature in discussions, with reference to AIDS, unplanned pregnancy and sexually	In the 'A Journey in Love' glossary, the Church's teaching on contraception (taken from the Catechism) is clearly stated. Sexually transmitted diseases may be referred to in KS2 but treated in more detail in KS3.

transmitted disease; is this addressed at primary school?	
What is Church teaching on transgender issues?	The advice given and always taken by schools involved has been to act with compassion and understanding and help the individual to be reintegrated into the school community with the gender that he/she feels most natural. This can only happen after sensitive preparation on the part of the school.
What is Church teaching on female genital mutilation?	We need to be aware of this in primary schools as children are sometimes withdrawn for holidays in countries and cultures where this is practised. The Church can only be strongly opposed to such mutilation.
What is Church teaching on anti-radicalisation?	The process of radicalisation can begin surprisingly early in child development. We must therefore be watchful and alert to what our children may be exposed to at a time when they are struggling to achieve a personal moral compass. During adolescence, there is an impulse to be different – which includes holding radical beliefs – and this is a natural challenge that needs to be sensitively addressed. This would not be in order to force children to conform, but to help them realise that God loves all his children and wishes them to respect one another.