

# St Mary's Birchley Catholic Primary School

## RSHE Policy



Date policy last  
reviewed:

June 2026

Consultation due  
October 2026

Signed by:

R Martin

Headteacher

Date: 10.06.26

Chair of governors

Date:

*Being the best we can be*

**St Mary's School is a safe, inclusive and happy place, where we follow Jesus by living, loving, learning and working together.**

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

### Rationale

At St Mary's Birchley Catholic Primary School, Relationships, Sex and Health Education (RSHE) is an integral part of our education of the whole child.

Our approach is rooted in the Catholic understanding of the human person. We believe that every person is created in the image and likeness of God and possesses inherent dignity and worth. This belief underpins our approach to relationships, personal development, wellbeing, human dignity and sexuality.

Our RSHE curriculum is taught within a positive, respectful and age-appropriate framework which reflects the teaching of the Catholic Church, the guidance of the Bishops' Conference of England and Wales, the expectations of the Department for Education (DfE), and the statutory requirements applicable to schools.

The revised DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education came into effect on 1 September 2026. The school has regard to this statutory guidance when planning, delivering, monitoring and reviewing its RSHE curriculum.

RSHE supports pupils to develop spiritually, morally, socially, emotionally, physically and intellectually. It enables children to understand themselves and others, develop healthy and respectful relationships, recognise risks, seek help when necessary and make informed and responsible choices.

RSHE is delivered within our Catholic ethos and is supported by our relationships with families, our safeguarding arrangements, our PSHE curriculum, Religious Education, Science, Physical Education and the wider life of the school.

### Definition of RSHE

Relationships, Sex and Health Education provides children with opportunities to develop knowledge, understanding, skills and attitudes that support their personal, social, emotional, physical and moral development within the context of our Catholic ethos and values.

RSHE helps pupils to:

- build positive and respectful relationships;
- understand their physical and emotional health;
- learn about human development;
- make healthy and responsible lifestyle choices;
- appreciate diversity;

- develop a strong sense of self-worth, dignity and identity;
- understand appropriate boundaries;
- recognise risks and keep themselves safe;
- seek help when needed; and
- treat themselves and others with respect and compassion.

Through age-appropriate teaching, discussion and reflection, pupils are encouraged to make informed and responsible decisions as they grow and develop.

### Statutory Requirements

St Mary's provides Relationships Education and Health Education in accordance with the statutory requirements applicable to primary schools.

The school has regard to the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised for implementation from 1 September 2026.

The school also has regard to relevant legislation and guidance, including:

- Children and Social Work Act 2017;
- Education Act 2002;
- Education Act 1996;
- Equality Act 2010;
- SEND Code of Practice;
- Keeping Children Safe in Education;
- safeguarding guidance and procedures;
- relevant Catholic Education Service guidance;
- guidance from the Bishops' Conference of England and Wales; and
- relevant Diocesan guidance.

This policy is reviewed to ensure that it remains consistent with statutory guidance and the school's Catholic ethos.

### The Centrality of Virtue

The development of virtue is central to our approach to RSHE. RSHE is not simply about acquiring knowledge and understanding; it is also about forming the character, conscience and moral understanding of each child.

Our Catholic understanding of the human person recognises that every individual is created in the image and likeness of God and possesses inherent dignity and worth. RSHE therefore provides opportunities for pupils to develop the virtues and dispositions that enable them to flourish as children of God and to live well with others.

Pupils are encouraged to develop:

- Respect – recognising the dignity and worth of themselves and others.
- Compassion and kindness – showing care, empathy and concern for others.
- Honesty – communicating truthfully and acting with integrity.
- Responsibility – understanding that choices and actions have consequences.
- Self-control – developing the ability to manage emotions, behaviour and responses appropriately.
- Courage – having the confidence to make safe, healthy and morally responsible choices and to seek help.
- Forgiveness – understanding reconciliation, recognising mistakes and responding with mercy.
- Self-worth and dignity – developing a positive understanding of themselves as unique and valued children of God.

These virtues are embedded throughout RSHE and reinforced through *Journey in Love*, our Catholic ethos, Gospel values, Religious Education, PSHE and relationships across the school community.

#### Aims and Objectives

Through our Catholic ethos and the teaching of RSHE, we aim to:

1. Foster positive, loving and respectful relationships with themselves, with God and with others.
2. Promote an understanding of the dignity and worth of every person.
3. Develop an understanding of love as central to healthy, meaningful and respectful relationships.
4. Encourage respect, compassion, kindness, honesty, responsibility, courage, self-control and forgiveness.
5. Support pupils in developing self-respect, confidence, self-worth and a positive sense of identity.
6. Encourage pupils to value and respect diversity.
7. Enable pupils to communicate appropriately about feelings, emotions, relationships and wellbeing.
8. Provide accurate, age-appropriate teaching about relationships, human development and sexuality within the context of Catholic teaching and values.
9. Prepare pupils for the physical, emotional and social changes associated with growing up and puberty, including personal hygiene and menstruation.
10. Help pupils understand personal boundaries, recognise risks, stay safe and know when and how to seek help.
11. Provide a safe, supportive and respectful environment in which pupils can ask questions and discuss sensitive issues appropriately.
12. Equip pupils with the knowledge, skills, values and virtues needed to make informed, healthy, safe and responsible choices.

13. Promote healthy lifestyle choices that support physical, mental and emotional wellbeing.
14. Help pupils understand responsible behaviour in relationships, online and within the wider community.
15. Encourage pupils to become responsible, caring and active members of their communities and contribute positively to the Common Good.
16. Nurture pupils' spiritual, moral, social and cultural development.
17. Support pupils to grow in wisdom, virtue and maturity as unique and valued children of God.

### Inclusion and Adaptive Teaching

All pupils have an equal right to access and participate in RSHE.

RSHE is taught in a way that is sensitive, respectful and appropriate to pupils' age, experience, developmental stage and individual needs. Teachers use their professional judgement to ensure that teaching is accessible and responsive.

Where pupils have additional needs, appropriate adaptations and support are provided. These may include adaptations to:

- language;
- resources;
- activities;
- questioning;
- pace;
- teaching methods; and
- additional adult or specialist support.

Teachers take account of pupils' individual circumstances, backgrounds and experiences. Where appropriate, external agencies or specialist staff may support individual pupils.

The school recognises and respects the diversity of pupils and their families. Through RSHE, *Journey in Love*, *No Outsiders* and the wider Catholic curriculum, pupils are encouraged to understand and respect differences and recognise the dignity and worth of every person.

Teachers create a safe and supportive environment where pupils can ask questions and express their feelings without fear of embarrassment or judgement. Sensitive issues are handled carefully and in accordance with safeguarding procedures.

### 7. Equality and Equal Opportunities

The school is committed to equality, inclusion and respect for all members of the school community.

The school has due regard to its duties under the Equality Act 2010 and seeks to ensure that all pupils have equal access to and opportunities to participate in RSHE. No pupil should be disadvantaged or discriminated against in their access to RSHE because of a protected characteristic.

The protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The school promotes respect, dignity, inclusion and equality while remaining faithful to its Catholic ethos, mission and values.

The school recognises that pupils and families have different backgrounds, experiences, circumstances and family structures. Pupils are supported to understand and respect difference and develop positive attitudes towards others.

The school does not tolerate discrimination, bullying, harassment or prejudice. Concerns arising within or beyond RSHE lessons are addressed through the school's safeguarding, behaviour, anti-bullying and equality procedures.

### Curriculum Content

*Journey in Love* provides the foundation for the school's RSHE curriculum. It supports pupils in understanding themselves, others and their place within God's creation, including relationships, love, family life, human dignity and personal development within the context of Catholic teaching.

RSHE is taught through a spiral curriculum, with key themes revisited each year in an age-appropriate way.

Themes include:

- the wonder and uniqueness of every person as a child of God;
- self-esteem, identity and personal dignity;
- growing and changing as part of God's creation;
- developing positive and respectful relationships;
- family life and the importance of love and commitment;
- feelings, emotions and emotional wellbeing;
- body awareness, privacy and personal safety;
- trusted adults and seeking help;

- growth and development, including puberty and menstruation;
- life cycles and the origins of human life;
- online safety and responsible use of technology and social media; and
- the wider community, service and the Common Good.

The statutory RSHE curriculum is supported by the PATHS programme (*Promoting Alternative Thinking Strategies*), which supports emotional literacy, empathy, self-regulation and positive relationships.

For younger pupils, NSPCC *PANTS* resources support learning about body safety, personal boundaries and trusted adults.

### Relationships Education

Relationships Education focuses on the foundations of healthy relationships, including:

- families and people who provide care and support;
- positive and caring friendships;
- respectful relationships;
- online relationships and safety; and
- personal safety and staying safe.

These topics are taught within the context of family life and reflect a range of family structures, including married or single-parent families, same-sex parents, and families led by grandparents, adoptive parents or foster carers.

The curriculum also recognises children who may have different home circumstances, including looked-after children and young carers.

### Puberty

In the Summer Term of Year 5, pupils learn about the emotional and physical changes associated with puberty. Pupils are taught together for this unit so that all receive the same age-appropriate information and opportunities for discussion.

A similar approach is taken in Year 6 during the Summer Term, building on previous learning and supporting pupils' preparation for transition to secondary school.

### II. Delivery

RSHE is taught both as standalone lessons and as part of the PSHE curriculum. Appropriate links are also made with:

- Religious Education;
- Science;

- Physical Education;
- PATHS;
- *No Outsiders*; and
- other relevant areas of learning.

All staff contribute to pupils' development in RSHE by modelling positive, respectful and healthy relationships.

The programme is carefully planned to be appropriate to pupils' age, experience and stage of development.

## 12. Assessment, Recording and Reporting

Assessment in RSHE is used to monitor pupils' knowledge, understanding, skills and personal development and to inform future teaching.

Teachers assess learning through:

- discussion;
- questioning;
- observation;
- written and practical activities; and
- pupils' reflections.

Assessment is ongoing and forms part of normal classroom practice. Teachers use assessment to identify strengths, address misconceptions and ensure teaching is appropriate to pupils' individual needs and stage of development.

The RSHE/RE Coordinator monitors planning, teaching and assessment across the school. Evidence may include books, planning, pupil reflections and other appropriate forms of assessment.

Where appropriate, comments about RSHE may be included in individual pupil reports.

## Parents and Carers

The school recognises that parents are the primary educators of their children, particularly in matters relating to personal development, moral understanding and relationships.

The Governing Body is committed to:

- supporting parents and carers in their role as primary educators;
- keeping parents and carers informed and involved in the RSHE programme, including its content, review and development; and
- working in partnership with parents and carers to support pupils' learning, development and wellbeing.

The school will:

- offer an RSHE workshop;

- signpost parents and carers to appropriate resources;
- provide information about relevant curriculum content through usual communication channels;
- notify parents and carers when sensitive or significant aspects of RSHE are due to be taught, where appropriate; and
- encourage parents and carers to contact the school with questions or concerns.

### Parents' and Carers' Right of Withdrawal

Parents and carers have the right to withdraw their child from the non-statutory elements of Sex Education delivered in Year 6.

This relates specifically to content about sexual intercourse taught as part of the Physical aspect of the *Journey in Love* programme, as recommended by the Diocese.

Requests for withdrawal must be made in writing to the Headteacher. The Headteacher will discuss the request with the parent or carer before agreeing the appropriate next steps.

Where a pupil is withdrawn from non-statutory Sex Education, appropriate alternative learning will be provided.

Parents and carers do not have the right to withdraw their child from statutory Relationships Education or Health Education.

### Pupils

Pupils are expected to participate fully in RSHE and contribute to discussions with respect, maturity and consideration for others.

Pupils are encouraged to:

- ask questions;
- share their views appropriately;
- listen respectfully to others;
- develop knowledge and skills that support safe and healthy choices; and
- build positive and respectful relationships.

### 16. Safeguarding

RSHE is delivered within the school's safeguarding framework.

Staff must respond appropriately to pupils' questions, concerns and disclosures. Any safeguarding concerns arising during RSHE lessons must be reported promptly to the Designated Safeguarding Lead (DSL) and recorded using the school's agreed safeguarding systems, including CPOMS.

Class teachers and members of the Senior Leadership Team are available to support pupils who find aspects of RSHE challenging or sensitive.

### 17. Roles and Responsibilities

## Governing Body

The Governing Body, particularly the Foundation Governors, is responsible for ensuring that the RSHE programme reflects relevant Diocesan guidance and the teachings of the Catholic Church. Governors monitor the implementation and effectiveness of the policy and hold the Headteacher to account.

## Headteacher

The Headteacher is responsible for ensuring that RSHE is delivered consistently and effectively and that appropriate resources, support and training are available.

The Headteacher also manages requests from parents to withdraw pupils from non-statutory Sex Education in Year 6.

## RSHE/RE Coordinator

The RSHE/RE Coordinator:

- supports staff with planning and delivery;
- ensures the curriculum is progressive and age-appropriate;
- monitors planning, teaching, assessment and pupils' learning;
- supports staff with resources and guidance;
- identifies relevant training opportunities;
- reviews and evaluates the effectiveness of the curriculum; and
- contributes to policy review.

## Teaching Staff

All teaching staff are required to deliver RSHE as part of their professional duties.

Teachers are responsible for:

- delivering RSHE sensitively and confidently;
- working within Catholic teaching and the agreed curriculum;
- creating a safe and respectful learning environment;
- modelling positive relationships;
- using age-appropriate language and resources;
- monitoring pupils' progress and individual needs;
- responding appropriately to questions and disclosures;
- making appropriate adaptations; and
- following agreed arrangements where pupils have been withdrawn from non-statutory Sex Education.

### Designated Safeguarding Lead

The DSL ensures that safeguarding concerns arising through RSHE are managed in accordance with school safeguarding procedures.

### Relationship to Other Policies and Programmes

RSHE forms part of the school's wider commitment to educating and forming the whole child.

It is closely linked with:

- Religious Education;
- *Journey in Love*;
- PSHE;
- Science;
- Physical Education;
- PATHS;
- *No Outsiders*; and
- NSPCC *PANTS* resources.

RSHE is also supported by the:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Equality Policy;
- SEND Policy;
- Online Safety Policy;
- Attendance Policy;
- Mental Health and Wellbeing provision;
- Religious Education Handbook;
- PSHE Policy; and
- Curriculum and Teaching and Learning policies.

The principles and values taught through RSHE are reinforced through assemblies, prayer and worship, pastoral support, relationships between staff and pupils, and the modelling of positive behaviour.

### Resources

*Journey in Love* is the chosen programme for the delivery of Relationships, Sex and Health Education.

Pupils are given opportunities to reflect on their experiences and develop their understanding of relationships in an age-appropriate way.

Learning may take place independently, in pairs, groups or as a whole class. Pupils may record and express their learning through:

- video and photographic evidence;
- role play and drama;
- poetry;
- prayer;
- artwork;
- brainstorming;
- reflection activities; and
- written or individual work.

#### Outside Agencies

Where appropriate, external agencies may be invited to support the RSHE programme and enhance learning.

Their role is to complement, rather than replace, the school's own delivery of the curriculum.

#### Monitoring and Review

RSHE is monitored by the RSHE Subject Leader through a range of quality assurance activities, including:

- learning walks;
- pupil voice;
- work scrutiny; and
- questionnaires.

Pupil progress is monitored by class teachers.

This policy is reviewed annually by Governors and formally updated every three years. Parents will be consulted before significant changes are made.

RSHE is an integral part of the education and formation of the whole child at St Mary's Birchley Catholic Primary School.

Through a Catholic, inclusive, age-appropriate and carefully planned curriculum, the school seeks to develop pupils' knowledge, skills, values and virtues so that they can grow in wisdom and maturity, form loving and respectful relationships, make responsible choices, recognise their dignity and the dignity of others, stay safe and contribute positively to the Common Good.

## Resources

- PSHE Association – [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- *Journey in Love* (1st and 2nd Edition, 2020)
- PATHS Programme – [www.pathseducation.co.uk](http://www.pathseducation.co.uk)
- NSPCC PANTS – [www.nspcc.org.uk](http://www.nspcc.org.uk)
- CEOP (National Crime Agency) – [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## Appendix I

### Primary Relationships Education Statutory Learning Opportunities

#### Families and people who care for me

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

#### Caring friendships

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| How important friendships are in making us feel happy and secure, and how people choose and make friends                                                                                                        |  |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties |  |

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

### Respectful relationships

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

### Online relationships

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| That people sometimes behave differently online, including by pretending to be someone they are not                                                                            |  |
| That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous |  |

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| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them                              |  |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met |  |
| How information and data is shared and used online                                                                                                         |  |

### Being safe

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| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)                                                           |  |
| About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe |  |
| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact                                |  |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know                                           |  |
| How to recognise and report feelings of being unsafe or feeling bad about any adult                                                                                      |  |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard                                                                          |  |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so                                                                                       |  |
| Where to get advice from e.g. family, school and/or other sources                                                                                                        |  |

### Mental wellbeing

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| That mental wellbeing is a normal part of daily life, in the same way as physical health                                                                                                                    |  |
| That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations |  |
| How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings                                                      |  |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate                                                                                                       |  |

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| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness                                                                                                                                   |  |
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests                                                                                                                                         |  |
| Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support                                                                                                                                    |  |
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing                                                                                                                                                                                 |  |
| Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) |  |
| It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough                                                                                           |  |

### Internet safety and harms

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

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## Physical health and fitness

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

## Healthy eating

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

## Drugs, alcohol and tobacco

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| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |  |
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## Health and prevention

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

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| The facts and science relating to allergies, immunisation and vaccination |  |
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### Basic first aid

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| How to make a clear and efficient call to emergency services if necessary                      |  |
| Concepts of basic first-aid, for example dealing with common injuries, including head injuries |  |

### Changing adolescent body

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

### Appendix 2

| YEAR 5    |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| OURSELVES | Created in the image and likeness of God | <ul style="list-style-type: none"> <li>• Talents and qualities you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul> |

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|--------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LIFE CHOICES | Marriage, commitment and service                           | <ul style="list-style-type: none"> <li>• The ingredients of a good friendship</li> <li>• What fidelity means and how it applies to friendship</li> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship?</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What it means to be committed</li> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul> |
| HOPE         | Advent; waiting in joyful hope for Jesus; the promised one | <ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things.</li> <li>• Why waiting is a mystery</li> <li>• How you can best use the time you spend waiting and what might help you</li> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between <i>hope</i> and <i>expect</i></li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul>                                                                                                                                                                                                                                    |

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|--------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MISSION            | Continuing Jesus' mission in diocese.<br>[ecumenism]               | <ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission?</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>     |
| MEMORIAL SACRIFICE | The Eucharist; the living memorial of Jesus                        | <ul style="list-style-type: none"> <li>• Why memories are important</li> <li>• How it is possible to keep important memories alive</li> <li>• About sacrifice in daily life</li> </ul>                                                                                                                                                                                                                     |
| SACRIFICE          | Lent a time of giving in order to celebrate the sacrifice of Jesus | <ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul> |
| TRANSFORMATION     | Celebration of the Spirit's transforming power                     | <ul style="list-style-type: none"> <li>• How people can use the energy of their minds for the good of others.</li> <li>• How people can use time and physical energy for the well being of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li> </ul>                                                                          |

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|---------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           |                                                           | <ul style="list-style-type: none"> <li>• How we can use the energy from the earth's resources in a fair and sustainable way.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| FREEDOM<br>RESPONSIBILITY | & Commandments enable Christians to be free & responsible | <ul style="list-style-type: none"> <li>• What freedom parents have a right to</li> <li>• What freedom children have a right to.</li> <li>• What is responsible and irresponsible behaviour.</li> <li>• How rules can bring freedom</li> <li>• How people know the boundaries that their personal freedom gives them.</li> <li>• How freedom and responsibility are linked.</li> <li>• How people's perception of what their freedom allows may conflict with the expectation of others.</li> <li>• How importance of the Ten Commandments for Christians today.</li> <li>• How the Beatitudes show us a positive way of life.</li> <li>• Jesus teaching on the greatest commandments, love of God and others.</li> </ul> |
| STEWARDSHIP               | The Church is called to stewardship of Creation           | <ul style="list-style-type: none"> <li>• What I really care about</li> <li>• Showing concern for what I care for</li> <li>• The meaning of stewardship</li> <li>• Understanding the wonders of God's creation</li> <li>• People are made in the image and likeness of God</li> <li>• Christians can be good stewards.</li> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> <li>• The importance of ecology</li> </ul>                                                                                                                                                                                                                                                            |

## YEAR 6

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|-------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LOVING                  | God who never stops loving                    | <ul style="list-style-type: none"><li>• What unconditional love means</li><li>• How love is shown</li><li>• How you are loved and cared for</li><li>• What members of your family do for each other</li><li>• How you show love to others</li><li>• How people have inspired and influenced you to show unconditional love to others</li><li>• What it means to be truly loving</li><li>• How people show unconditional love to others</li><li>• The beliefs and values which have inspired and influenced you to be loving?</li><li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</li><li>• The challenge these passages present to Christians.</li><li>• The Beatitudes and their meaning for today.</li><li>• God's unconditional love and what this means.</li><li>• By living in God's way, as Jesus showed us, we can grow in love.</li></ul> |
| VOCATION AND COMMITMENT | The vocation of priesthood and religious life | <ul style="list-style-type: none"><li>• What it means to be committed?</li><li>• Why people are committed?</li><li>• The implications of lack of commitment</li><li>• Whom shows commitment</li><li>• How commitment affects the level of job satisfaction</li><li>• Responding to the call of Jesus</li><li>• Our mission in living out our baptismal vows</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| EXPECTATIONS     | Jesus born to show God to the world            | <ul style="list-style-type: none"> <li>• The expectations you have of yourself</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down?</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting.</li> <li>• The meaning of Advent</li> </ul>                                                      |
| SOURCES          | The Bible, the special book for the Church     | <ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books.</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>                                                                                                       |
| UNITY            | Eucharist enables people to live in communion. | <ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul> |
| DEATH & NEW LIFE | Celebrating Jesus' death and resurrection      | <ul style="list-style-type: none"> <li>• The affect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> </ul>                                                                                                                                                                                                                                                    |

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|-------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                    | <ul style="list-style-type: none"> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| WITNESSES   | The Holy Spirit enables people to become witnesses | <ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> <li>• Examples of modern witnesses</li> <li>• The witness of a local charity,</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| HEALING     | Sacrament of the Sick                              | <ul style="list-style-type: none"> <li>• Showing compassion and care for those who are ill</li> <li>• Our attitude towards those people are ill in their minds</li> <li>• Helping, caring and understanding those with a learning disability.</li> <li>• What gives a person comfort when they are very ill</li> <li>• Why people give time and commitment to caring for others</li> <li>• Why we care for the sick</li> <li>• The Sacrament of Anointing brings comfort to those who are sick</li> <li>• The Christian responsibility for caring for these in need</li> </ul> |
| COMMON GOOD | Work of Christians for the good of all             | <ul style="list-style-type: none"> <li>• How we build a fair and just world</li> <li>• The difference between fairness and justice, unfairness and injustice</li> <li>• Helping to promote the dignity and common good of one another</li> <li>• Beatitudes; a guide from Jesus about how to live life.</li> <li>• The ways we can act justly, love tenderly and walk humbly with God</li> <li>• How Christians can work for the common good</li> <li>• Something about Catholic Social Teaching</li> </ul>                                                                    |

## Appendix 3

### Statutory Science Curriculum

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

#### In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

#### In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle



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