



Archdiocese of  
**Liverpool**



## **St Wilfrid's Catholic Primary School**

# **Relationship, Sex and Health Education Policy (RSHE) 2023**

<b>Chair of Governors</b>	John Rowbotham
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# ***'Living the Gospel in the Spirit of Love and Respect'***

## **Rationale**

*'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'*

(Jn.10.10)

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

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

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

All Relationship, Sex and Health Education RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **Aims of Relationships and Sex Education**

This policy reflects the current philosophy and practice in relation to the teaching and learning of RSHE at St. Wilfrid's Catholic Primary School. The policy has been updated in response to the now statutory requirements of the new RSHE programme of study from September 2021.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in RSHE. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision 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.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Journey In' Love 2020 we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all people 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. We set Journey in Love as recommended by Liverpool Archdiocese. (See appendices at end of document which incorporates Come and See, DFE Statutory Relationships and Statutory Science)

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

At St. Wilfrid's we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents. We aim 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 objectives of RSE are to develop the following attitudes and virtues:

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

The objectives of RSE are to develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments.
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying.
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity.
- managing conflict positively, recognising the value of difference.
- cultivating humility, mercy and compassion, learning to forgive and be forgiven.
- developing self-esteem and confidence, demonstrating self-respect and empathy for others.
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately.
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely.

- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

The objectives of RSE are to know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love.
- the Church's teaching on marriage and the importance of marriage and family life.
- the centrality and importance of virtue in guiding human living and loving.
- the physical and psychological changes that accompany puberty.
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Wilfrid's Catholic Primary 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.

### **Statutory Requirements**

At St Wilfrid's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

### **Policy Development**

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

- Review – SLT and coordinator following National and Local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser were invited to read the policy. Due to covid online questionnaires were

- used for views and opinions.
- Ratification – once amendments were made, the policy was shared with governors and ratified in June 2021.

## **Definition**

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

## **Curriculum**

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum. St Wilfrid's uses 'Journey in Love' and the programme contains the following themes:

Theme 1 – Created & loved by God.

Theme 2 – Created to love others.

Theme 3- Created to live in community (local, national and global)

In addition, we have adapted the Coram Scarf programme.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

The teachers who deliver the RSHE curriculum within their age range are responsible for the implementation of a broad, balanced curriculum in line with the requirements of the RSHE programme of study, the school's Intent Statement and the Medium-Term Plans.

Across each year group, each pupil will cover a full range of experiences each academic year.

The Teaching and Learning sequencing from Early Years to Year 6 will be planned and taught in line with the Medium-Term Plans ensuring that potential for pupils' progression is planned into the scheme of work, evident in the Curriculum Map and Progression of Skills documents. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

Long Term and Medium-Term plans for delivery of the RSHE curriculum are provided, alongside guidance on short-term, weekly plans to progress learning in each lesson. There are a wide range of schemes and resources available to support the ensuring of quality planning.

Our RSHE curriculum is based on guidance from the RSHE Association and encourages pupils to become confident individuals who can make informed decisions about their health, environmental and social issues. The three core strands cover: Healthy Lifestyles, Relationships and Living in the Wider World. Our RSHE lessons capture the requirements of the Department for Education for all schools 'to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs'.

Opportunities are provided in a cross curricular capacity for children to explore all of the RSHE aims as well as discrete lessons to ensure coverage of the objectives. A range of teaching and learning styles are used to meet the RSHE requirements of the National Curriculum. We emphasise active learning through discussions and problem-solving activities and lessons offer regular opportunities to discuss and share feelings in a safe and supportive environment. A strong emphasis has been placed on children's mental health and wellbeing with classes engaging in mindfulness activities regularly as well as a whole school focusing on Growth Mindset in order to promote positive attitudes to learning.

### **Key Stage 1**

During key stage 1 Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

### **Key Stage 2**

During key stage 2 Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from St Wilfrid's. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **Assessment and recording**

Assessment recording does not stand alone and is integrated into the planning process. There is a balance between formative and summative. Our formative assessment is a continuous part of classroom process and practice. The children will be assessed at the end of each topic. At the end of each topic, the teacher will make a summative judgement about the attainment of each child recording whether they are working towards, working at National Expectation, or working with a deeper understanding. Judgements about pupil performance are supported by teachers' formative assessments using a variety of AfL strategies, e.g. looking through children's work, talking with and questioning pupils, photographs of practical work. These are used at the beginning and end of each topic to record progress and achievement but also allow each child to identify and celebrate their areas of success.

In Early Years RSHE is tracked and monitored through the age bands using 'Personal, Social and emotional development (PSED)' and then assessed at the end of Reception against the Early Learning Goals.

Teachers consider the impact of children’s work in RSHE by making assessments as they observe them working during lessons. Children may talk about their learning using appropriate vocabulary and give reasons for their thinking. Older children may also produce written work and take part in discussions and debates giving logical reasons for their thinking. They are also encouraged to evaluate their own work and to suggest ways in which to improve. Judgements at the end of each topic enable the teacher to make a termly and an annual assessment of progress for each child, as part of the school’s annual report to parents and carers. The grid below shows the individual measure of Impact for each child.

Working Towards	Working at School Expectation	Working with a Deeper Understanding /Higher Skills level
Red	Green	Blue

Recording of work will be in a form appropriate to the planned focus. Evidence of RSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of RSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

**Delivery of Relationship, Sex and Health Education (RSHE)**

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of ‘family life’ and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

**Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

## **Roles and Responsibility**

### **The Curriculum Leader will:**

- develop a differentiated curriculum
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils
- ensure that the teaching delivered by a specialist teacher fits with the planned programme
- provide strategic leadership and direction.
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- ensure appropriate coverage of the curriculum.
- provide support and advice.
- monitor pupil progress in this area.
- ensure sufficient and up to date resources are in place, provide guidance and support to all staff.
- provide training for all staff on induction and when the need arises
- make effective use of relevant research and information to improve this policy
- keep up to date with new developments and resources.
- undertake risk assessments when required.
- review and monitor the implementation of the policy and curriculum.
- annually report to the Governing Body on the success and development of this policy

## **The Governing Body**

The 1996 Education Act places responsibility for the school's policy on RSHE in the hands of the governors. Governors therefore must be aware of their responsibilities for the policy and provision of RSHE in our school and comply with statutory requirements. Governors have a key role in ensuring RSHE is of the highest quality and that it meets the needs of the children and young people at St. Wilfrid's.

The role of the Governor within RSHE is to:

- draw up the RSHE policy, in consultation with parents and teachers.
- ensure that the policy is available to parents
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs
- ensure that parents know of their right to withdraw their children
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within RSHE.

## **The Headteacher**

Mrs O'Brien is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

## **Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with Mrs O'Brien.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

## **Pupils**

### **Children's questions**

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

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hint at abuse, is deliberately tendentious or is of a personal nature.

### **Supporting children and young people who are at risk**

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

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy,

particularly as it relates to issues of advice and confidentiality.

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

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

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey In Love, the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. Mrs O'Brien will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

### **Monitoring arrangements**

The Head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Headteacher and governing body will review this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary. The delivery of RSHE is monitored by Mrs O'Brien, Mrs Melling, Mr Hassan and Mrs Atkinson by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

### **Resources**

This RSHE policy is to be delivered as part of the RSHE framework. At St. Wilfrid's we use the programme of study for RSHE Education. Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

A Journey in Love is the resource that is the recommended programme of study for Catholic schools for Sex and Relationship Education. It has been written as a progressive scheme of work that supports the Religious Education, RSHE and Science curriculum taught within a primary school. The scheme permeates through all levels of learning throughout the school. It focuses on friendship,

family, community, relationships and spirituality; a guide to the children's development as young Catholics.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experimental
- being active
- brainstorming
- group work
- role-play
- PowerPoints
- DVD (A Journey in Love)
- pupil booklet (specific year groups)
- Parent letter

Coram SCARF

The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

**CEOP – National Crime Agency Command**  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## **Appendix 1**

### **Primary Relationships Education Statutory Learning Opportunities**

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

That families are important for children growing up because they can give love, security and stability	EY Y1 Y2	Y3 Y4 Y5	Y6
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	EY Y1 Y2		
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	EY Y1 Y2	Y4	
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	EY Y1 Y2	Y3 Y4 Y5	Y6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y6	Y5 (RE)	
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All year groups		

#### **Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends	EY	Y3	Y5	Y6
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y3	Y5	Y6	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1 Y2	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, and that resorting to violence is never right	Y3 Y6	Y4	Y5	
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	Y1	Y3	Y4	

#### **Respectful relationships**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	EY Y1 Y2	Y3 Y4 Y5	Y6			
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y2	Y3	Y4	Y5	Y6	
The conventions of courtesy and manners	Y1	Y3	Y4	Y5	Y6	
The importance of self-respect and how this links to their own happiness	Y1	Y2	Y3	Y4	Y5	Y6
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Y2	Y3	Y4	Y5	Y6	

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Y1	Y2	Y3	Y4	Y5	Y6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Y4	Y5	Y6			
The importance of permission-seeking and giving in relationships with friends, peers and adults	Y3	Y4	Y5	Y6		

### **Online relationships**

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

### **Being safe**

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

### **Mental wellbeing (PSHE: Coram/SCARF)**

That mental wellbeing is a normal part of daily life, in the same way as physical health	EY Y1 Y2	Y3 Y4 Y5	Y6		
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	EY Y1 Y2	Y3 Y4 Y5	Y6		
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	EY Y1 Y2	Y3 Y4 Y5	Y6		

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y1 Y2 Y3 Y4 Y5 Y6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Y2 Y3 Y4 Y5 Y6
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	R Y1 Y6
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	R Y1 Y2 Y4 Y6
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y1 Y3 Y4 Y5
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)	R Y2 Y4 Y5 Y6
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	All year groups

### **Internet safety and harms (+COMPUTING)**

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

### **Physical health and fitness (PE)**

The characteristics and mental and physical benefits of an active lifestyle	Y1 Y2
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	R Y2 Y5 Y6
The risks associated with an inactive lifestyle (including obesity)	Y1 Y5
How and when to seek support including which adults to speak to in school if they are worried about their health	R Y1 Y4

**Healthy eating (PSHE: Coram/SCARF)**

What constitutes a healthy diet (including understanding calories and other nutritional content)	R	Y1	Y2	Y3	Y4	Y5
The principles of planning and preparing a range of healthy meals	R	Y1	Y3	Y4		
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)	R	Y1	Y3	Y4	Y6	

**Drugs, alcohol and tobacco (PSHE: Coram/SCARF)**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	R	Y1	Y2	Y3	Y5	Y6
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**Health and prevention (PSHE: Coram/SCARF)**

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

**Basic first aid (PSHE: Coram/SCARF)**

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

**Changing adolescent body (RE/SCIENCE)**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Y1	Y2	Y3	Y4	Y6
About menstrual wellbeing including the key facts about the menstrual cycle	Y5	Y6			

## Appendix 2

### Come and See and Relationship and Sex Education



#### Introduction

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

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, and PSHE etc.

<b>EARLY YEARS</b>		
<b>MYSELF</b>	God knows and loves each one	<ul style="list-style-type: none"> <li>• Each one's name is important</li> <li>• I am special and have a special name</li> <li>• I have a family name</li> <li>• Everyone is precious to God</li> </ul>
<b>WELCOME</b>	Baptism a welcome to God's family	<ul style="list-style-type: none"> <li>• How we are made to feel welcome</li> <li>• How do we show others that they are welcomed?</li> <li>• How is a baby welcomed into a family</li> </ul>
<b>BIRTHDAY</b>	Looking forward to Jesus' birthday	<ul style="list-style-type: none"> <li>• Why do we celebrate birthdays?</li> <li>• What a birthday is</li> <li>• What people do while they wait for a birthday</li> <li>• Some of the ways birthdays are celebrated</li> </ul>
<b>CELEBRATING</b>	People celebrate in church	<ul style="list-style-type: none"> <li>• Why is celebrating important?</li> <li>• What is good about celebrating together?</li> <li>• What a celebration is</li> <li>• Different elements of celebration</li> <li>• Different ways of celebrating</li> </ul>
<b>GATHERING</b>	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> <li>• Why do we gather together?</li> <li>• How we gather as a church/parish family</li> <li>• What are the things that are better done together and why</li> </ul>

		<ul style="list-style-type: none"> <li>• The importance of gathering</li> </ul>
<b>GROWING</b>	Looking forward to Easter	<ul style="list-style-type: none"> <li>• The ways in which we grow</li> <li>• That spring is a time when things begin to grow</li> <li>• The ways in which we can grow in love to be more like Jesus</li> </ul>
<b>GOOD NEWS</b>	Passing on the Good News of Jesus	<ul style="list-style-type: none"> <li>• How they and others feel when they have good news.</li> <li>• The joy and happiness the good news brings</li> <li>• That everyone has good news to share</li> </ul>
<b>FRIENDS</b>	Friends of Jesus	<ul style="list-style-type: none"> <li>• how friends make us feel happy, comfortable and glad</li> <li>• What breaks and mends friendships:</li> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>
<b>OUR WORLD</b>	God's wonderful world	<ul style="list-style-type: none"> <li>• How wonderful our world is</li> <li>• How we could make God's world even more wonderful</li> <li>• What would happen if we did not look after our world?</li> <li>• What we love about our world.</li> <li>• What fills us with wonder about our world.</li> <li>• Everyone shares God's world.</li> <li>• How we would feel if we did not work together to share God's world.</li> </ul>

<b>YEAR 1</b>		
<b>FAMILIES</b>	God's love and care for every family	<ul style="list-style-type: none"> <li>• How families show love and care for each other.</li> <li>• God's love and care for them and their families.</li> <li>• How God shows love and care for individuals, families and all of creation</li> </ul>
<b>BELONGING</b>	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> <li>• What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family?</li> <li>• Parents are blessed.</li> </ul>
<b>WAITING</b>	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> <li>• How we feel when we are waiting</li> <li>• Why waiting can be difficult at times</li> <li>• Others may help us as we wait</li> <li>• We can help others.</li> </ul>

<b>SPECIAL PEOPLE</b>	People in the parish family	<ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul>
<b>MEALS</b>	Mass; Jesus' special meal	<ul style="list-style-type: none"> <li>• What important for a happy meal</li> <li>• What makes a family meal special.</li> <li>• Preparation for a meal.</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>
<b>CHANGE</b>	Lent a time for change	<ul style="list-style-type: none"> <li>• How the season change.</li> <li>• The ways we change and grow in love and kindness.</li> <li>• How we can change and make a new start in Lent.</li> </ul>
<b>HOLIDAYS AND HOLYDAYS</b>	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days</li> <li>• What makes holidays happy times</li> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>
<b>BEING SORRY</b>	God helps us to choose well	<ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices.</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'.</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> <li>• The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.</li> </ul>
<b>NEIGHBOURS</b>	Neighbours share God's world	<ul style="list-style-type: none"> <li>• Who is our neighbour?</li> <li>• What makes a good neighbour</li> <li>• How we can be a good neighbour</li> <li>• What happens if someone is not a good neighbour</li> </ul>

## YEAR 2

<b>BEGINNINGS</b>	God is present in every beginning	<ul style="list-style-type: none"> <li>• How you feel when you begin anything new</li> </ul>
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		<ul style="list-style-type: none"> <li>• Why some beginnings are easy and some are difficult</li> <li>• How we begin our day</li> <li>• How each day is a new beginning.</li> <li>• God cares for everyone.</li> <li>• God being present in all new beginnings</li> </ul>
<b>SIGNS &amp; SYMBOLS</b>	Signs and symbols used in Baptism	<ul style="list-style-type: none"> <li>• The meaning and importance of some symbols in life.</li> <li>• The power of symbols to convey meaning</li> <li>• Some of the signs and symbols in daily life</li> </ul>
<b>PREPARING</b>	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> <li>• Why is it necessary to prepare?</li> <li>• What would happen if you didn't prepare?</li> <li>• How you feel when you are preparing for special times?</li> <li>• What is the best way to prepare for Jesus' coming?</li> </ul>
<b>BOOKS</b>	The books used in Church	<ul style="list-style-type: none"> <li>• The importance of books in our lives.</li> <li>• The need for books</li> <li>• How books can help us</li> </ul>
<b>THANKSGIVING</b>	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> <li>• How you feel when you thank others</li> <li>• How you feel when you are thanked</li> <li>• Why we thank God our Father</li> <li>• How the parish family can spread the message of thanksgiving and peace.</li> </ul>
<b>OPPORTUNITIES</b>	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> <li>• How each day offers opportunities for good</li> <li>• What helps a person choose well</li> <li>• The opportunity of Lent offers to make a new start.</li> </ul>
<b>SPREAD THE WORD</b>	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> <li>• The importance of messages in daily life</li> <li>• The responsibility of passing on messages</li> <li>• The new life of Jesus</li> <li>• How the Holy Spirit helps Christians</li> <li>• Jesus has promised us new life</li> </ul>
<b>RULES</b>	Reasons for rules in the Christian family	<ul style="list-style-type: none"> <li>• The importance for ourselves and others of keeping rules.</li> <li>• How rules are necessary in life</li> <li>• How it is sometimes hard to say sorry</li> </ul>

		<ul style="list-style-type: none"> <li>• How it is sometimes hard to forgive others</li> <li>• The good feeling when people make up</li> <li>• The difference between doing something accidentally and on purpose.</li> <li>• The importance and helpfulness of examining your conscience every day.</li> <li>• A sorry prayer</li> </ul>
<b>TREASURES</b>	God's treasure; the world	<ul style="list-style-type: none"> <li>• What we treasure</li> <li>• What treasures do we share?</li> <li>• We are God's treasure</li> <li>• How we thank God for the treasures of our world</li> <li>• How we should treat the treasures of this earth</li> </ul>

<b>Year 3</b>		
<b>HOMES</b>	God's vision for every family	<ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul>
<b>PROMISES</b>	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> <li>• What is good about being in a group</li> <li>• Why we have rules</li> <li>• The importance of making promises</li> <li>• How some promises are more difficult to keep than others</li> <li>• The link between the promises made the consequences of actions following the promise.</li> <li>• The role of parents and godparents in bringing up the child in the Faith</li> <li>• What it means to live a child of the Light</li> </ul>
<b>VISITORS</b>	The coming of Jesus	<ul style="list-style-type: none"> <li>• How we welcome visitors</li> <li>• How we feel as a visitor</li> </ul>

		<ul style="list-style-type: none"> <li>• The importance of preparing for visitors.</li> <li>• The joys and demands of visitors</li> </ul>
<b>JOURNEYS</b>	Christian family's journey with Jesus	<ul style="list-style-type: none"> <li>• Each year has its special times and seasons</li> <li>• Life is a journey</li> <li>• Who is with you on the journey</li> <li>• What makes it good</li> <li>• difficulties times in the life's journey</li> <li>• What/who helps</li> <li>• How we help one another on the journey</li> </ul>
<b>LISTENING &amp; SHARING</b>	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> <li>• The cost of sharing</li> <li>• The joys of sharing</li> <li>• The importance of listening well and sharing.</li> <li>• The joys and difficulties of listening and sharing</li> <li>• How feelings affect our own and others desire to listen and to share.</li> </ul>
<b>GIVING ALL</b>	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> <li>• Why people are brave and give themselves to others</li> <li>• The demands of total giving in terms of time and giving up something you what to do</li> <li>• How people give themselves to others</li> <li>• Those in need and how we might help them.</li> <li>• Lent an opportunity for giving, growing in goodness.</li> <li>• Jesus' total giving</li> </ul>
<b>ENERGY</b>	Gifts of the Holy Spirit	<ul style="list-style-type: none"> <li>• The energy of wind and of fire.</li> <li>• The best use of power of wind and fire</li> <li>• The inspiration of the Holy Spirit</li> <li>• The power and energy of the Holy Spirit</li> <li>• The prayer to the Holy Spirit</li> <li>• The gifts of the Holy Spirit</li> <li>• Christians can use the gifts of the Holy Spirit to help others.</li> </ul>
<b>CHOICES</b>	The importance of examination of conscience	<ul style="list-style-type: none"> <li>• The meaning of choice and consequence</li> <li>• The importance of making good choices</li> <li>• What helps in making good choices</li> <li>• Consequences of choices</li> <li>• What it means to examine your conscience</li> </ul>

		<ul style="list-style-type: none"> <li>• How God is always forgiving</li> </ul>
<b>SPECIAL PLACES</b>	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> <li>• How places become special?</li> <li>• What makes a place special?</li> <li>• Special places for you and your family?</li> <li>• Why is our heart a special place?</li> <li>• Keeping our world a special place?</li> <li>• Why do Christians want to keep the world a special pace?</li> </ul>

<b>YEAR 4</b>		
<b>PEOPLE</b>	The family of God in Scripture	<ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>
<b>CALLED</b>	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> <li>• What help do you need to chose</li> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> <li>• The commitment of people who respond to the call of God</li> </ul>
<b>GIFT</b>	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> <li>• What you value most about the gift of friendship</li> <li>• What you offer others in your friendship</li> <li>• Why the gift of love and friendship is important</li> <li>• The joys and demands of friendship</li> <li>• The commitment required by the gift of love and friendship.</li> </ul>
<b>COMMUNITY</b>	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> <li>• The meaning of <i>community</i></li> <li>• The advantages of being part of a <i>community</i>?</li> <li>• What helps to build up <i>community</i></li> <li>• The demands of being part of a <i>community</i>?</li> <li>• Why people give time and service in helping others in their <i>community</i></li> <li>• The causes of a breakdown of a <i>community</i></li> </ul>

		<ul style="list-style-type: none"> <li>• How the parish community celebrates together and supports one another</li> </ul>
<b>GIVING &amp; RECEIVING</b>	Living in communion	<ul style="list-style-type: none"> <li>• Your experience of giving and receiving.</li> <li>• The importance of giving and receiving?</li> <li>• The joys and demands of giving and receiving?</li> <li>• Why it is important to live in communion</li> <li>• Ways in which we live and grow in communion.</li> <li>• How the Eucharist challenges and enables living and growing in communion?</li> </ul>
<b>SELF DISCIPLINE</b>	Celebrating growth to new life	<ul style="list-style-type: none"> <li>• The experience of giving up something and be much disciplined for a good reason.</li> <li>• How to be self-disciplined</li> <li>• How self-discipline helps people to grow and make the best use of their potential</li> <li>• Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>
<b>NEW LIFE</b>	To hear & live the Easter message	<ul style="list-style-type: none"> <li>• What you do when life is difficult</li> <li>• The experience of good news bringing life and happiness.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>
<b>BUILDING BRIDGES</b>	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> <li>• What makes friendships strong</li> <li>• How decisions about friendship are informed by beliefs and values.</li> <li>• How friendships are built</li> <li>• How friendships may be restored when they have been broken</li> <li>• Sin and the importance of examining of your conscience</li> <li>• The greatest commandment, love of God and others</li> <li>• The meaning of contrition and of absolution</li> <li>• Forgiveness of others</li> </ul>
<b>GOD'S PEOPLE</b>	Different saints' show people what God is like.	<ul style="list-style-type: none"> <li>• What makes a person do extraordinary things?</li> <li>• How ordinary people do extraordinary things.</li> <li>• The qualities you admire in others</li> <li>• How true happiness can be found</li> <li>• How you can do extraordinary things</li> </ul>

## YEAR 5

<b>OURSELVES</b>	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>
<b>LIFE CHOICES</b>	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>
<b>HOPE</b>	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>
<b>MISSION</b>	Continuing Jesus' mission in diocese. [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> </ul>

		<ul style="list-style-type: none"> <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>
<b>MEMORIAL SACRIFICE</b>	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>
<b>SACRIFICE</b>	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>
<b>TRANSFORMATION</b>	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 wellbeing of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li> <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>
<b>FREEDOM &amp; RESPONSIBILITY</b>	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>

<b>STEWARDSHIP</b>	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>
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**YEAR 6**

<b>LOVING</b>	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>
<b>VOCATION AND COMMITMENT</b>	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> </ul> <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>
<b>EXPECTATIONS</b>	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> </ul>

		<ul style="list-style-type: none"> <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>
<b>SOURCES</b>	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>
<b>UNITY</b>	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>
<b>DEATH &amp; NEW LIFE</b>	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> <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>
<b>WITNESSES</b>	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>
<b>HEALING</b>	Sacrament of the Sick	<p>Showing compassion and care for those who are ill</p> <p>Our attitude towards those people are ill in their minds</p> <p>Helping, caring and understanding those with a learning disability.</p> <ul style="list-style-type: none"> <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> </ul>

		<ul style="list-style-type: none"> <li>The Christian responsibility for caring for these in need</li> </ul>
<b>COMMON GOOD</b>	Work of Christians for the good of all	<p>How we build a fair and just world The difference between fairness and justice, unfairness and injustice Helping to promote the dignity and common good of one another Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"> <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

#### **Also see**

#### **Guidance**

**<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>**

#### **Statutory Government publication**

**<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>**