

# St Teresa's Catholic Primary School

## Human Relationships and Sex Education Policy



### 1. Vision and Mission.

This policy stems from our **Mission Statement** *'We are made in the image of God to live, love and learn in a caring Catholic community, where tolerance, confidence and independence are nurtured and every achievement makes us proud.'* We support members of St Teresa's Catholic Primary school's family, to become the best each one of us can be.

We want to share our gifts, celebrate each other's differences and respect the diversity, customs and beliefs of our family so that we can all have life and have it to the full, according to the Gospel of Jesus Christ.

### Vision for Human Relationships and Sex Education

At St Teresa's Catholic Primary School, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

### 2. Procedures

The following groups have been consulted as part of producing this policy.

- Staff
- Governing body
- Diocesan Education Service

In consultation with the Governing Body, the policy will be implemented in 2020, reviewed every two years, by the Head teacher, HRSE Co-ordinator, the Governing Body and school Staff.

The policy will be circulated to all members of the Governing Body and all members of staff. The school website contains a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The Education Service will be sent a copy of the school's HRSE policy and it is the duty of the Governing Body to ensure that this is up to date.

### **3. Rationale**

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole.

*The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the*

*Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic schools responsibility than teaching about mathematics or English. At St Teresa's Catholic Primary school we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school.*

*Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.*

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that:

*"to embrace the challenges of creating a happy and successful adults' life, pupils needs knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support" p.8*

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognise that to know and love God brings lasting happiness.

#### 4. Statutory framework.

The statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years. The statutory guidance is available from the DfE (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). It should be read in conjunction with this Diocesan guidance and the following documents.

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

#### Purpose of the Statutory Guidance

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision. The table summarises statutory obligations.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

#### 4b. Requirements of the Diocese of Lancaster

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements. (The term sex and relationships should be replaced in policies with human relationships and sex education.)

The key points within this guidance are as follows:

1. All schools must have an up-to-date HRSE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.
2. This should be developed in consultation with parents and the wider community.
3. Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
4. All schools' policies must include how they will teach Relationships Education, Relationships and Sex Education (RSE) and Health Education.

At St Teresa's we believe that RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life. The RSE lessons are all age appropriate for their content and level of child understanding. In addition they strongly link to the Catholic church teachings. The lessons will:-

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

#### 5. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none

as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach “the abundant life” (John 10:10).

At St Teresa’s Catholic Primary School we live out the Gospel values shared in the Beatitudes, throughout the life of school for example:

- A daily act of worship/prayer and liturgy in which every pupil can participate.
- An act of worship commences with the Sign of the Cross to gather the community together, a time for reflection and concludes with a sense of renewed and deepened relationship with God. It includes some scripture from the Bible this may be a quote or a longer reading.
- Our acts of worship follow the traditions of the Catholic Church.
- Sharing worship with children is an opportunity to help the child to understand and take part in the adult worship of the Parish, but at their own level.
- The celebration can address the emotions and feelings of the child’s experience, reflect thanksgivings, special days or feast days. It gives the opportunity to reflect silently on the word of God.
- Worship in school creates a real sense of belonging for all involved.
- During assemblies, worship and throughout the school day children are encouraged to say thank you to God.
- The Behaviour Policy promotes positive attitudes and respect for each other and the school. (see behaviour policy)
- Children are encouraged to evaluate their behaviour and give reasons for the choices they have made.
- As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God.

In addition to the points made above, pupils are given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth.

By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

## 6. The Aim and Objectives of HRSE.

The aim of HRSE is part of our aim to educate the complete human person. This is expressed in *'Fit for mission? Schools'* (2009).

*The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.*

*This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.*

- HRSE should deepen the following areas of understanding.
- To develop self respect and love of self.
- To invite young people to develop and deepen a loving relationship with God.
- To invite young people to understand that their life has a purpose.
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
- A strong awareness of their own safety and the nature of consent.
- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

### **At St Teresa's Catholic Primary School:**

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.
- We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous Father as Jesus taught in the Lord's prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.

- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

## **7. Inclusion**

At St Teresa's Catholic Primary School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue.

## **8. Equality**

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St Teresa's Catholic Primary school endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, sex, gender identity or orientation (see Single Equalities Policy).

Teaching reflects the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the broader legal implications of decisions they may make.

The 2010 Act identifies the following protected characteristics applicable to pupils, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Age is also a protected characteristic. It does not apply to students, but governors should be aware of this aspect as employers.

Catholic schools should be mindful that our primary mission is to the poor and seek to alleviate any disadvantage. Attention should also focus on the SEND Code of Practice when planning for these subjects to ensure the inclusion of all students in a way that is appropriate for them. Relationships

Education, RSE and Health Education, must be accessible for all pupils and must be borne in mind when planning for pupils with special educational needs and disabilities who represent a significant minority of pupils.

Governors ensure teaching that is differentiated, personalised and accessible through discourse with staff, children and through the termly HT report to Governors as well as meetings with the HRSE Lead which includes the monitoring of SEND, how education in this area prepares students for adulthood, how pupils with SEND are supported to deal with aggressive behaviour, exploitation and bullying, how students experiencing acute moments

of vulnerability due to family circumstances, such as bereavement, social anxieties, perhaps following relocation or specific physical or mental health problems received support in school or through links with outside agencies. In some cases, students may require a personal plan for their education in this area to match their needs and stage of development, reflecting statutory requirements and governors also monitor this through the above methods of liaison.

Governors considers that the Equality Act provides for school, they take proportionate action, to deal with particular disadvantages affecting one group because of a protected characteristic. Through incidents of bullying based on the protected characteristics of the Equalities Act in the Headteacher's report, monitoring students' academic outcomes with an active awareness of differences based on sex, ethnic or cultural grouping, financial challenges (for example pupil premium) and the progress made by SEND students, Governors monitor these students. Additionally, school takes decisive action to support different religious groups if evidence shows us that they are subject to harassment or if evidence suggested a racial minority was experiencing abusive behaviour in some way through use of whole school strategies, such as assemblies to challenge stereotypes.

All teaching in HRSE, including that which covers areas around the protected characteristics, must be sensitive to the age, cultural background and family experiences of students. The Catholic view of human dignity should challenge the cultural assumptions that can underpin prejudices, such as racism, sexism and religious discrimination. Catholic schools should robustly challenge homophobia or any inequitable behaviours based on a person's sexual orientation or gender as an infringement of human dignity.

Though schools will teach the Church's view on what it means to be human, and the challenges this offers to a wide range of lifestyles, the needs of the individual students will remain paramount. In a Catholic school, we aim to see the child, a Child of God, as a person in need of love and care. The dignity of each child is central to our care and we support any child questioning their identity and their families through a culture of listening and seeing them as a person. We do not rush to label but offer children and their families time to discuss and explore what is best for them as individuals within our school community.

At St Teresa's we cover these issues through the area of learning in the SCARF scheme units 'Valuing Differences' and 'Growing and Changing'.

## **9. Programme of study**

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the school. A list of recommended resources is available on the Education Service website.



At St Teresa's Catholic Primary School the programme of study will be taught predominately through timetabled RE, PSHE and Science lessons. Where appropriate other agencies will be used to support, the teaching of HRSE eg school nurse, however these adults delivering the programme will be briefed on expectation by the headteacher in terms of content and responding to questioning. All materials will be reviewed by the headteacher prior to delivery to check content and age appropriateness and to ensure it is in union with the teachings of the Catholic Church.

In the Foundation Stage the early learning goals in Personal, social and emotional development cover the teaching about developing character and recognising how to behave towards themselves and other people.

Children will be taught about First Aid (In year 6), Health Education and Online Safety. (see appendix A and appendix B regarding curriculum content of RHSE)

A wide range of teaching strategies will be used for example, discussion, questioning, listening, art, music and drama. When teaching HRSE staff will set clear ground rules for behaviour and discussion. Parents will be informed about specific lessons related to human reproduction and may be informed of other areas for example bereavement. Lessons will always take account of the safeguarding policy and will be sensitive in nature.

Supporting resources used by St Teresa's Catholic Primary School may include:

- This is my Body
- Mission Together
- CAFOD
- Caritas in Action
- Ten Ten

Progress in understanding will be monitored through informal assessments which will be used to inform future learning. More formal assessments will take place in line with RE teaching and Science teaching (see RE/Science policies)

## **10. Parents**

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of

*"sexuality as value and task of the whole person, created male and female in the image of God"*. (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance.

### **Right to be excused from Sex Education**

Parents are informed of their right to withdraw their children from HRSE lessons; however, they are not able to withdraw their children from statutory science lessons. Parents are informed of this right by letter For example, should parents wish to withdraw their child/children they must contact the headteacher no later than the start of the school day when the lesson will take place.

The school will involve and support parents in learning about HRSE by sharing the

programme of study/published resources to be used, letters when visitors are coming to school, letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on School website, listening to questions etc.)

## **11. Teaching HRSE**

The HRSE coordinator will be responsible for leadership, co-ordination and monitoring of the programme. The Chair of Governor's is the governor with responsibility for HRSE.

HRSE will be taught by class teachers, suitably qualified TA's,

Other agencies will be used to support the teaching of HRSE eg school nurse. At St Teresa's Catholic Primary school we also employ a family support worker.

*All members of staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. All Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Members of Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.*

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science and computing. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school.

### **Dealing with difficult questions**

The Governing Body desires that HRSE lessons take place in a positive framework, where students experience a growing appreciation for well-being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information. The HRSE co-ordinator must be given access to train and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies. The Department for Education (2000) offers the following guidelines for dealing with questions.

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;

- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later;

- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received

respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and

- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. The safeguarding framework of the school should frame this, and it is paramount that all staff teaching HRSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example, because of their explicit or graphic content, should be addressed following the school's safeguarding policy and confidentiality procedures. (CPOMS)

The school will ensure that this policy is available for all staff, governors, parents and students and the confidential nature of how to obtain advice and guidance as a result of any issues or questions that may arise.

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns are, and these will be dealt with under the terms of the relevant policies. (Safeguarding & Child Protection)

### **13. Supporting policies**

Curriculum RE, and Prayer and Liturgy

Science

PSHE

Behaviour and Anti-bullying

Equality

Safeguarding

ICT

Approved by	Quality of Education Committee
Date	October 2024
Review	October 2026

Appendix A

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
KEY STAGE ONE	Story Sessions: <a href="#">Handmade With Love (Kester's Adventures)</a>	Session 1: <a href="#">I am Unique (Me)</a>	Session 1: <a href="#">Feelings, Likes and Dislikes</a>	Session 1: <a href="#">The Cycle of Life</a>	Session 1: <a href="#">God Loves You</a>	Session 1: <a href="#">Special People</a>	Session 1: <a href="#">Being Safe</a>	Session 1: <a href="#">Trinity House</a>	Session 1: <a href="#">The Communities We Live In</a>
		Session 2: <a href="#">Girls and Boys (My Body)</a>	Session 2: <a href="#">Feeling Inside Out</a>			Session 2: <a href="#">Treat Others Well...</a>	Session 2: <a href="#">Good Secrets &amp; Bad Secrets</a>	Session 2: <a href="#">Who Is My Neighbour?</a>	
		Session 3: <a href="#">Clean &amp; Healthy (My Health)</a>	Session 3: <a href="#">Super Susie Gets Angry</a>			Session 3: <a href="#">...and Say Sorry</a>	Session 3: <a href="#">Physical Contact</a>		

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
LOWER KEY STAGE TWO	Story Sessions: <a href="#">Designed for a Purpose (Kester's</a>	Session 1: <a href="#">We Don't Have To Be The Same</a>	Session 1: <a href="#">What Am I Feeling?</a>	Session 1 (Yr4+): <a href="#">Life Cycles</a>	Story Sessions: <a href="#">Jesus, My Friend</a>	Session 1: <a href="#">Friends, Family and Others</a>	Session 1: <a href="#">Sharing Online</a>	Session 1: <a href="#">Trinity House</a>	Session 1: How Do I Love Others?

	<a href="#">Adventures</a>	<b>Session 2:</b> <a href="#">Respecting Our Bodies</a>	<b>Session 2:</b> <a href="#">What Am I Looking At?</a>			<b>Session 2:</b> <a href="#">When Things Feel Bad</a>	<b>Session 2:</b> <a href="#">Chatting Online</a>	<b>Session 2:</b> <a href="#">What is the Church?</a>	(awaiting upload)
		<b>Session 3</b> (Yr4+) <a href="#">What is Puberty?</a>							
	<b>Session 1:</b> <a href="#">The Sacraments</a>	<b>Session 4</b> (Yr4+) <a href="#">Changing Bodies</a>	<b>Session 3:</b> <a href="#">I Am Thankful!</a>			<b>Session 3:</b> <a href="#">When Things Change</a>	<b>Session 3:</b> <a href="#">Physical Contact</a>		
		<b>Session 5</b> (Yr4+) <a href="#">Discussion Groups - optional</a>							

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
UPPER KEY STAGE TWO	Story Sessions: <a href="#">Made to Grow (Kester's Adventures)</a>	Session 1: <a href="#">Gifts and Talents</a>	Session 1: <a href="#">Body Image</a>	Session 1: <a href="#">Making Babies (P1)</a>	Session 1: Is God Calling You? (awaiting upload)	Session 1: <a href="#">Under Pressure</a>	Session 1: <a href="#">Sharing Online</a>	Session 1: Trinity House (awaiting upload)	Session 1: Reaching Out (awaiting upload)
		Session 2: <a href="#">Girls' Bodies</a>	Session 2: <a href="#">Peculiar Feelings</a>	Session 2: <a href="#">Making Babies (Pt2)</a>		Session 2: <a href="#">Do You Want a Piece of Cake?</a>	Session 2: <a href="#">Chatting Online</a>	Session 2: Catholic Social Teaching (awaiting	
		Session 3: <a href="#">Boys' Bodies</a>	Session 3: <a href="#">Emotional Changes</a>	*Optional. See your Programme Coordinator					

		<b>Session 4:</b> <a href="#">Spots and Sleep</a>	<b>Session 4:</b> <a href="#">Seeing Stuff Online</a>	<b>Session 3:</b> <a href="#">Menstruation</a>		<b>Session 3:</b> <a href="#">Self-Talk</a>	<b>Session 3:</b> <a href="#">Physical Contact</a>	upload)	
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## Appendix B

**Key: My Happy Mind – R.E – Science – Assemblies – Ten:Ten - Computing**

Theme 1: Created and Loved by God	
KS1:	KS2:
<p><b><u>Education in Virtue:</u></b></p> <p>Respectful of their own bodies and character</p> <p>Appreciative for blessings</p> <p>Grateful to others and to God</p> <p>Patient when they do not always get what they want</p> <p><b><u>Religious understanding of the human person: loving myself</u></b></p> <p>We are made by God and are special</p> <p>We are all God's children</p> <p>Ways of expressing gratitude to God</p> <p>About the sacrament of Baptism</p> <p><b><u>Me, my body and my health:</u></b></p> <p>We are all unique individuals</p> <p>We all have individual gifts, talents and abilities</p> <p>The names of the external parts of the body</p>	<p><b><u>Education in Virtue:</u></b></p> <p>Respectful of their own bodies, character and giftedness</p> <p>Appreciative for blessings</p> <p>Grateful to others and to God</p> <p>Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>Discerning in their decision making</p> <p>Determined and resilient in the face of difficulty</p> <p>Courageous in the face of new situations and in facing their fears</p> <p><b><u>Religious understanding of the human person: loving myself</u></b></p> <p>We are special people made in the image and likeness of God</p> <p>We are children of God with an innate dignity</p> <p>God has created us for a purpose (vocation)</p> <p>Life is precious and their body is God's gift to them</p> <p>Prayer and worship are ways of nourishing their relationship with God</p>

The similarities and differences between girls and boys

How to maintain personal hygiene

What constitutes a healthy life-style, including physical activity, dental health and healthy eating

### **Emotional well-being and attitudes**

That we all have different likes and dislikes

A language to describe feelings

A basic understanding that feelings and actions are two different things

Simple strategies for managing feelings and behaviour

That choices have consequences

### **Life cycles and fertility**

That there are life stages from birth to death

Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

### **Me, my body and my health:**

Everyone expresses their uniqueness in different ways and that being different is not always easy

Strategies to develop self-confidence and self-esteem

Each person has a purpose in the world

That similarities and differences between people arise from several different factors

Their body will change and develop as they grow

About the growth and development of humans and the changes experienced during puberty

The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)

How to make informed choices that have an impact on their health

### **Emotional well-being and attitudes**

Their emotions may change as they approach and as they grow and move through puberty

To extend their vocabulary to deepen their understanding of the range and intensity of their feelings

What positively and negatively affects their physical, mental and emotional health (including the media)

To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

That some behaviour is unacceptable, unhealthy or risky

Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

	<p><b><u>Life cycles and fertility</u></b></p> <p>How a baby grows and develops in its mother's womb</p> <p>To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</p> <p>The nature and role of menstruation in the fertility cycle</p> <p>How human life is conceived in the womb, including the language of sperm and ova</p>
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Theme 2: Created to Love Others	
KS1:	KS2:
<p><b><u>Education in Virtue:</u></b></p> <p>Friendly, able to make and keep friends</p> <p>Caring, attentive to the needs of others and generous in their responses</p> <p>Respectful of others, their uniqueness, their wants and their needs</p> <p>Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>Courteous, learning to say, "please" and "thank you"</p> <p>Honest, able to tell the difference between truth and lies</p> <p><b><u>Religious understanding of human relationships: loving others:</u></b></p> <p>We are part of God's family</p> <p>All families are important</p> <p>That saying sorry is important and can help mend broken friendships</p> <p>Jesus cared for others</p> <p>That we should love other people in the same way Jesus loves us</p> <p><b><u>Personal relationships:</u></b></p>	<p><b><u>Education in Virtue:</u></b></p> <p>Loyal, able to develop and sustain friendships</p> <p>Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>Forgiving, developing the skills to allow reconciliation in relationships</p> <p>Courteous in their dealings with friends and strangers</p> <p>Honest, committed to living truthfully and with integrity</p> <p><b><u>Religious understanding of human relationships: loving others:</u></b></p> <p>Christians belong to the Church family which includes the school, parish and diocese</p> <p>Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</p> <p>The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p>



<p>The characteristics of positive and negative relationships</p> <p>To identify special people (e.g. family, carers, friends) and what makes them special</p> <p>There are different family structures and these should be respected</p> <p>Families should be a place of love, security and stability.</p> <p>The importance of spending time with your family</p> <p>How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>To recognise when people are being unkind to them and others and how to respond</p> <p>Different types of teasing and bullying which are wrong and unacceptable</p> <p><b><u>Keeping safe and people who can help me:</u></b></p> <p>To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>The difference between good and bad secrets</p> <p>Identifying and correctly name their “private parts” for the purposes of safeguarding them from sexual exploitation</p> <p>Importance of seeking and giving permission in relationships.</p> <p>People who can help me</p> <p>Who to go to if they are worried or need help</p> <p>That there are a number of different people and organisations they can go to for help in different situations</p>	<p>The sacrament of marriage involves commitment and selfgiving. It is a formal, lifelong commitment</p> <p><b><u>Personal relationships:</u></b></p> <p>How to maintain positive relationships and strategies to use when relationships go wrong</p> <p>There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>Marriage represents a formal and legally recognised commitment</p> <p>For the Church, marriage has a special significance as one of the sacraments</p> <p>The characteristics of a healthy family life.</p> <p>How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>An awareness of bullying (including cyber-bullying) and how to respond</p> <p>About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised</p> <p>About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p> <p><b><u>Keeping safe and people who can help me:</u></b></p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How to use technology safely</p> <p>That not all images, language and behaviour are appropriate</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>
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	<p>Importance of seeking and giving permission in relationships</p> <p>That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>To keep asking for help until they are heard</p>
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Theme 3: Created to live in community (local, national and global)	
KS1:	KS2:
<p><b><u>Education in virtue:</u></b>  Just and fair in their treatment of other people, locally, nationally and globally</p> <p>People who serve others, locally, nationally and globally</p> <p>Active in their commitment to bring about change</p> <p><b><u>Religious understanding of the importance of human communities:</u></b>  That God is Father, Son and Holy Spirit</p> <p>Some scripture illustrating the importance of living in community</p> <p>Jesus' teaching on who is my neighbor</p> <p><b><u>Living in the wider world:</u></b>  That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>That their behaviour has an impact on the communities to which they belong</p> <p>That people and other living things have needs and that they have responsibilities to meet them;</p> <p>About what harms and improves the world in which they live</p> <p>How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p><b><u>Education in virtue:</u></b>  Just, understanding the impact of their actions locally, nationally and globally</p> <p>Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p> <p><b><u>Religious understanding of the importance of human communities:</u></b>  God is Trinity – a communion of persons</p> <p>The key principles of Catholic Social Teaching</p> <p>The Church is the Body of Christ</p> <p><b><u>Living in the wider world:</u></b>  That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p>

	About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another
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