



# Relationship, Sex and Health Education

## OVERVIEW OF CURRICULUM OUTCOMES THROUGH A CATHOLIC LENS

# Summary of Journey In Love - Archdiocesan recommended resource

	Theme	Physical	Social	Emotional	Intellectual	Spiritual
Nursery	<p><b>Wonder at God's Love</b>            Learning Objective:            Children begin to know and understand that they are part of the wonder of God's love and creation.  <i>Key words and facts: God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size</i></p>	Children focus on their hands, eyes and faces	Do we all look the same? Boys and girls. We are all unique	Focus on facial expressions and the beauty of a smile.	What makes me happy and sad?	The wonders of God's world. I am part of God's special creation.
Reception	<p><b>God loves each of us in our uniqueness</b>            Learning Objective:            Children know and understand that God has made them unique and that although we are all different we are all special to him.  <i>Key words and facts: God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe.</i>  <i>'I grew for 9 months in my mummy's womb before I was born.'</i></p>	Does it matter if we are different? How are we different?	Who do I play with? Why does X play with me? Favourite games	How do you feel about your friends? Do you have other friends at home? Why do you play with them?	Is it important to have friends? Describe a good friend	Is Jesus our friend? Jesus makes children welcome -scripture. Who is the mother of Jesus? Jesus grew for nine months in Mary's womb.
Year 1	<p><b>We meet God's love in our family</b>            Learning objective:            Children know and understand that they are growing and developing as members of their own family and God's family.  <i>Key words and facts: Unique, friend, God, important, different, special</i></p>	Who is in my family? Do you have babies in your family? Discuss differences and how babies change and grow.	Share their own growth and development.	What are the happiest moments in your family? What are the saddest moments? How is love shown in your family?	Why do we need to grow up in families?	We are members of God's family? How were we born into God's family? What special titles do we give to God as members of His family?
Year 2	<p><b>We meet God's love in the community</b>            Learning Objective:            Children know and understand that they are growing and developing in a God-given community.  <i>Key words: God, community, family, father/mother, carer/guardian, feelings, emotions</i></p>	Do you belong to a community? How do you belong to a community?	Is belonging to a community important? What do we receive/give?	How does a community help us to develop our feelings and emotions? Are we always happy in our community?	Could people feel alone even though they belong to a community? What are the advantages of being on your own?	If God is called 'Our Father' what does that make us? As children of God how should we treat each other?
Year 3	<p><b>How we live in love</b>            Learning Objective:            Children know and understand the virtues essential to friendship, eg loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.  <i>Key words: personal privacy, personal space</i></p>	Who takes care of me? How do I look after myself? How am I changing?	How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others?	How do you feel when a friend is not there for you? ...you are not there for them? How can you be a more supportive friend?	Can you recognise the difference between being alone and being lonely?	How can I forgive and include others?

Year 4	<p><b>God love us in our differences</b></p> <p>Learning Objective: Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change. <i>Key words and facts: gifts, talents, difference, development, change, conflict, appreciate, celebrate, achievement, male and female body parts</i></p>	<p>Continue to recognise that all children grow and develop at different rates. Name male and female body parts and various functions. Development of baby in womb.</p>	<p>How do I learn to accept and celebrate who I am? How do I deal with difference and manage conflict?</p>	<p>How do I appreciate my own gifts, talents, achievements and all that makes me unique, and those of others? How do I deal with the natural, negative emotions that present themselves?</p>	<p>Can I identify and understand my feelings? How do I deal with feelings?</p>	<p>Love in scripture.</p>
Year 5	<p><b>God loves me in my changing and development</b></p> <p>Learning Objective: Children know and become aware of the physical and emotional changes that accompany puberty - sensitivity, mood swings, anger, boredom etc. and grow further in their understanding of God's presence in their daily lives. <i>Key words and facts: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, menstruation, ovulation, production, reproduction, hormones</i></p>	<p>Identify and celebrate changes since birth and the external/internal changes which happen in puberty. Recognise that these changes are a natural part of human growth and that physical change means the ability to become a parent. The purpose of the menstrual cycle is to prepare the female body for reproduction. Discuss menstruation and ovulation.</p>	<p>Recognise and reflect on social and emotional changes as we grow up. Reflect on ways to become more sensitive to the emotional development of ourselves and others.</p>			<p>Share understanding and celebrate the wonder of change.</p>
Year 6	<p><b>The wonder of God's love in creating new life</b></p> <p>Learning Objective: Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God. <i>Key words: appropriate, dignity, sexuality, intercourse, conceive, relationship, uterus, fallopian tubes, marriage</i></p>	<p>Conception of human life, looking at illustrations of reproductive organs. Sexual intercourse as a joyful expression of love. Facts: penis is placed in vagina and releases sperm which swims to the uterus and into the fallopian tubes. Growth of baby.</p>	<p>Recognise signs of love expressed by those around us. Reflect on the different degrees of friendship which exist.</p>	<p>Developing relationships, love and commitment</p>		<p>God created the natural process by which new life is brought into the world. The Church celebrates this in the Sacrament of Marriage</p>

# Summary of Journey In Love Revised 2020 Edition

	Theme	Social and Emotional	Physical	Spiritual
Early Years	<p><b>The wonder of being special and unique</b></p> <p>Aim: To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.</p> <p><i>Key words: God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special womb, describe, friends, generous, worried, Baptism</i></p>	To recognise being a special person in my family.	To recognise that we are all different and unique.	To celebrate the joy of being a special person in God's family.
Year 1	<p><b>We meet God's love in our family</b></p> <p>Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p><i>Key words: unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbows, penis, vagina, vulva, bottom, anus, legs, knees, ankles, feet, toes.</i></p>	To recognise signs that I am loved in my family.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for us.
Year 2	<p><b>We meet God's love in the community</b></p> <p>Aim: To describe how we are growing and developing in diverse communities that are God-given.</p> <p><i>Key words: community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.</i></p>	To recognise the joy and friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.
Year 3	<p><b>How we live in love</b></p> <p>Aim: To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</p>	To describe and give reasons how friendships make us feel happy and safe.	To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	To celebrate the joy and happiness of living in friendship with God and others.

	<p><i>Key words: community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.</i></p>			
Year 4	<p><b>God love us in our differences</b></p> <p>Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p> <p><i>Key words: God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.</i></p>	To describe how we all should be accepted and respected.	To describe how we should treat others making links with the diverse modern society we live in.	To celebrate the uniqueness and innate beauty of each of us.
Year 5	<p><b>God loves us in our changing and developing</b></p> <p>Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.</p> <p><i>Key words: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, period</i></p>	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of the physical changes in puberty.	To celebrate the joy of growing physically and spiritually.
Year 6	<p><b>The wonder of God's love in creating new life</b></p> <p>Aim: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><i>Key words: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée</i></p>	To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	To explain how human life is conceived.	To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.

## Virtues in Relationship and Sex Education

### Created and loved by God

EYFS and KS1	KS2
Respectful of their own bodies and character Appreciative for blessings Grateful to others and to God Patient when they do not always get what they want	Respectful of their own bodies, character and giftedness Appreciative for blessings Grateful to others and to God Self-disciplined and able to delay or forego gratification for the sake of greater goods Discerning in their decision making Determined and resilient in the face of difficulty Courageous in the face of new situations and in facing their fears

### Created to love others

Friendly, able to make and keep friends Caring, attentive to the needs of others and generous in their responses Respectful of others, their uniqueness, their wants and their needs Forgiving, able to say sorry and not hold grudges against those who have hurt them Courteous, learning to say, “please” and “thank you” Honest, able to tell the difference between truth and lies	Loyal, able to develop and sustain friendships Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble Respectful, able to identify other people’s personal space and respect the ways in which they are different Forgiving, developing the skills to allow reconciliation in relationships Courteous in their dealings with friends and strangers Honest, committed to living truthfully and with integrity
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### Created to live in Community – Local, National and Global

Just and fair in their treatment of other people People who serve others	Just, understanding the impact of their actions Self-giving, able to put aside their own wants in order to serve others
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Active in their commitment to bring about change		Prophetic in their ability to identify injustice		
<h1>Created and Loved by God</h1>				
<b>Religious Understanding of Human Relationships</b>		<b>Me, my body, and my health</b>	<b>Emotional well-being and attitudes</b>	<b>Life Cycles and Fertility</b>
<b>CES Catholic Primary RSE Curriculum</b>				
EYFS KS1	We are made by God and are special	We are all unique individuals	That we all have different likes and dislikes	That there are life cycles from birth to death
EYFS KS1	We are all God's children	We all have individual gifts, talents, and abilities	A language to describe feelings	
EYFS KS1	Ways of expressing gratitude to God	The names of the external parts of the body	A basic understanding that feelings and actions are two different things	
EYFS KS1	About the sacrament of Baptism	The similarities and differences between girls and boys	Simple strategies for managing feelings and behaviour	
EYFS KS1		How to maintain personal hygiene	That choices have consequences	
EYFS KS1		What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating		
KS2	We are special people made in the image and likeness of God	Everyone expresses their uniqueness in different ways and that being different is not always easy	Their emotions may change as they approach and as they grow and move through puberty	How a baby grows and develops in its mother's womb
KS2	We are children of God with an innate dignity	Strategies to develop self-confidence and self-esteem	To extend their vocabulary to deepen their understanding of the range and intensity of their feelings	To recognise the differences that occur at each stage of a human being's development (including

				childhood, adolescence, adulthood, older age)
KS2	God has created us for a purpose (vocation)	Each person has a purpose in the world	What positively and negatively affects their physical, mental and emotional health (including the media)	The nature and role of menstruation in the fertility cycle How human life is conceived in the womb, including the language of sperm and ova
KS2	Life is precious and their body is God's gift to them	That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)	To recognise how images in the media do not always reflect reality and can affect how people feel about themselves	
KS2	Prayer and worship are ways of nourishing their relationship with God	Their body will change and develop as they grow	That some behaviour is unacceptable, unhealthy or risky	
KS2	Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics	About the growth and development of humans and the changes experienced during puberty	Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources	
		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		



## Catholic Schools Inspection

Pupils understand the distinctive Catholic identity and Mission of their school	Pupils respect their own personal dignity and that of others made in the image and likeness of God	Pupils are happy, confident and feel secure	Pupils have an understanding of their affective development within the context of the Catholic vision of the purpose of sexual love
Pupils understand that the school is committed to following the teaching and example of Jesus as expressed in the Gospels and the social teaching of the Church	Pupils understand that they are valued and cared for as unique individuals who are made in the image and likeness of God	Pupils are caring, considerate and compassionate	Pupils, appropriate to their age and capability, have an appreciation of authentic loving relationships
Pupils actively participate and enhance the Catholic Life and Mission of the school	Pupils demonstrate engagement in prayer through deep thought, heartfelt response, communal singing, prayerful silence etc	Pupils demonstrate exemplary behaviour	
Pupils understand what it means to have a vocation and share their gifts and talents		Pupils act with reverence and respect to Acts of Collective Worship, prayer and Liturgy.	
Pupils respond to and actively participate in Acts of Collective Worship, prayer and Liturgy		The experience of living and working in a faithful, praying community has a profound and visible effect on pupils spiritual and moral development irrespective of ability or faith background	
Pupils readily, age and stage appropriate, prepare and lead worship with confidence, enthusiasm and a degree of independence			
Pupils appropriate to their age and capacity have a good understanding			

of the Church's liturgical year with its cycle of feasts and seasons			
Pupils use a variety of ways of praying e.g. using scripture, silence, meditation, reflection, religious artefacts and liturgical music both traditional and contemporary			
<b>DFE Relationships Education</b>			
**Pupils know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		Pupils know the importance of self-respect and how this links to their own happiness	
		Pupils know the conventions of courtesy and manners	
		Pupils know how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed	
<b>Life To The Full – Ten Ten</b>			
KS1	We are made by God and are special	We are unique with individual gifts, talents and Skills	We all have different likes and dislikes
KS1	We are all God's children	The differences between boys and girls	Difference between feelings and actions
KS1	Our bodies were created by God and they are good	Names of external parts of the body	Managing feelings and behaviour
KS1	Giving thanks to God	Personal hygiene and a healthy lifestyle	Choices and consequences

KS1	The Sacrament of Baptism		Physical, mental and emotional health	
LKS2	We are made in the image and likeness of God	Being different is not always easy	Media Influences	Stages in the development of a human being
LKS2	We are children of God	Self-confidence and self esteem	Unacceptable, unhealthy and risky behaviours	
LKS2	God has created us for a purpose	My purpose in the world	Emotional change	
LKS2	Life is precious and your body is a gift from God	Body changes and developments	Extend vocabulary to understand range of feelings	
LKS2	Relationship with God through Prayer and Worship	Names of body parts		
LKS2	Understanding Sacraments		Physical, mental and emotional health	
UKS2	We are made in the image and likeness of God	My God-given purpose in the World	Media influences	How a baby grows in the mothers womb
UKS2	We have innate dignity	Similarities and differences between people	Unacceptable, unhealthy and risky behaviour	
UKS2	We have a God-given vocation	Everyone expresses their uniqueness in different ways	Emotional change through puberty	
UKS2	Life is precious and your body is a gift from God	Changes experienced during puberty	Extend vocabulary to understand range of feelings	The nature and role of menstruation in the fertility cycle
UKS2	Relationship with God through prayer and Worship	Making informed choices which impact health		How life is conceived
UKS2	Understanding Sacraments			

# Created to Love Others

Religious Understanding of Human Relationships and Loving Others		Personal Relationships	Keeping Safe and People who Help Me
<b>CES Catholic Primary RSE Curriculum</b>			
EYFS KS1	We are part of God's family	The characteristics of positive and negative relationships	To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online
EYFS KS1	All families are important	To identify special people (e.g. family, carers, friends) and what makes them special	To use simple rules for resisting pressure when they feel unsafe or uncomfortable
EYFS KS1	That saying sorry is important and can help mend broken friendships	There are different family structures and these should be respected	The difference between good and bad secrets
EYFS KS1	Jesus cared for others	Families should be a place of love, security and stability.	Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation
EYFS KS1	That we should love other people in the same way that Jesus loves us	The importance of spending time with your family	Importance of seeking and giving permission in relationships.
EYFS KS1		How their behaviour affects other people and that there are appropriate and inappropriate behaviours	Who to go to if they are worried or need help
EYFS KS1		To recognise when people are being unkind to them and others and how to respond	That there are a number of different people and organisations they can go to for help in different situations
EYFS KS1		Different types of teasing and bullying which are wrong and unacceptable	

KS2	Christians belong to the Church family which includes the school, Parish and Diocese	How to maintain positive relationships and strategies to use when relationships go wrong	To recognise their increasing independence brings increased responsibility to keep themselves and others safe
KS2	Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation	There are different types of relationships including those between acquaintances, friends, relatives and family	How to use technology safely
KS2	The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness	Marriage represents a formal and legally recognised commitment	That not all images, language and behaviour are appropriate
KS2	The Sacrament of Marriage involves commitment and self-giving. It is a formal, lifelong commitment	For the Church, marriage has a special significance as one of the sacraments	To judge what kind of physical contact is acceptable or unacceptable and how to respond
KS2		The characteristics of a healthy family life.	Importance of seeking and giving permission in relationships
KS2		How to make informed choices in relationships and that choices have positive, neutral and negative consequences	That there are a number of different people and organisations they can go to for help in different situations and how to contact them
KS2		An awareness of bullying (including cyber-bullying) and how to respond	How to report and get help if they encounter inappropriate materials or messages
KS2		About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond	To keep asking for help until they are heard
KS2		To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised	
KS2		About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes	

<b>Catholic Schools Inspection</b>		
Pupils develop in virtue, accepting their personal responsibility to care for our Common Home, pursue the common good and serve those in need	Pupils respect the personal dignity of others made in the image and likeness of God	
Pupils understand what it means to have a vocation and offer their gifts in the service of others	Pupils respect the personal dignity of others made in the image and likeness of God	
<b>DFE Relationships Education</b>		
	Pupils know 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 others lives	Pupils know that each persons body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact
	Pupils know 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	Pupils know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	Pupils know 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	Pupils know how to recognise and report feelings of being unsafe or feeling bad about any adult
	Pupils know practical steps they can take in a range of different contexts to improve or support respectful relationships	Pupils know how to ask for advice or help for themselves or others, and to keep trying until they are heard

		Pupils know how important friendships are in making us feel happy and secure and how people choose and make friends	Pupils know where to get advice e.g. family, school and/or other sources
		Pupils know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences	Pupils know that people sometimes behave differently online, including by pretending to be someone they are not
		Pupils know how to report concerns or abuse, and the vocabulary and confidence needed to do so	Pupils know 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
		Pupils know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Pupils know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
		Pupils know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Pupils know how information and data is shared and used online
			Pupils know 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
<b>Life To The Full – Ten Ten</b>			
KS1	We are part of God’s family	Positive and negative relationships	Safe and unsafe situations including on-line
KS1	Jesus cared for others	Identify special people in their lives	Resisting pressure when feeling unsafe
KS1	We should love others as Jesus loved	Respecting different family structures	Difference between good and bad secrets
KS1		Appropriate and inappropriate behaviour	Physical contact and exploitation
KS1		Teasing and bullying	Where to go if worried or in need of help
LKS2	The Church family: school, parish, diocese	Responding to positive and negative relationships	

LKS2	Jesus' teaching on forgiveness and reconciliation	Different types of relationships	Responsibility for self and others
LKS2		Awareness of bullying and cyber-bullying	Using technology safely
LKS2		Harassment and exploitation	Images, language and behaviour
LKS2		Dealing with pressure in relationships	Physical contact and exploitation
LKS2		Changes in life (e.g. loss, separation)	Where to go if worried or in need of help
LKS2	What the Sacrament of Marriage means	What happens when relationships go wrong	
UKS2		Different types of relationships	Independence and responsibility
UKS2		Staying safe online	Staying safe online
UKS2		Physical, emotional and sexual abuse	Images language and behaviour
UKS2		Dealing with pressure in relationships	Physical contact and exploitation
UKS2		Changes in life (e.g. loss, separation)	Where to go if worried or in need of help
UKS2		Changes in life (e.g. loss, separation)	



# Created to Live in Community

**Religious Understanding of the importance of Human Communities**

**Living in the Wider World**

## CES Catholic Primary RSE Curriculum

EYFS KS1	That God is Father, Son and Holy Spirit	That they belong to various communities such as home, school, parish, the wider local community and the global community
EYFS KS1	Some scripture illustrating the importance of living in community	That their behaviour has an impact on the communities to which they belong
EYFS KS1	Jesus' teaching on who is my neighbour	That people and other living things have needs and that they have responsibilities to meet them
EYFS KS1		About what harms and improves the world in which they live
EYFS KS1		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
KS2	God is Trinity – a communion of persons	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.)
KS2	The key principles of Catholic Social Teaching	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
KS2	The Church is the Body of Christ	That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
KS2		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

<b>Catholic School Inspection</b>		
Pupils have a well-developed sense of respect for those of other faiths, religions and none		Pupils are actively engaged in responding to the demands of Catholic Social Teaching; locally, nationally and globally
<b>DFE Relationships Education</b>		
		Pupils know that in school and in the 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
<b>Life To The Full – Ten Ten</b>		
KS1	God is Father, Son and Holy Spirit – a community of love	Communities we belong to
KS1	Scripture reference to living in community	How we impact on our communities
KS1	Jesus’ teaching on who is my neighbour	Other people and living things have needs and responsibilities
KS1		What harms and improves the world
KS1		Responsibility for own health and health of others
LKS2	The Church is the Body of Christ	National, regional religious and ethnic identities
LKS2	God is Trinity – a community of persons	
UKS2	The Church is the Body of Christ	National, regional, religious and ethnic identities
UKS2	God is Trinity – a community of persons	Cultural practices that are against British law and universal rights
UKS2	Catholic Social Teaching	

## **Catholic School Inspection – Pupils contribution to Catholic Life**

- Pupils understand the distinctive Catholic identity and Mission of their school
- Pupils understand that the school is committed to following the teaching and example of Jesus as expressed in the Gospels and the social teaching of the Church

- Pupils actively participate and enhance the Catholic Life and Mission of the school
- Pupils develop in virtue, accepting their personal responsibility to care for our Common Home, pursue the common good and serve those in need
- Pupils are actively engaged in responding to the demands of Catholic Social Teaching; locally, nationally and globally
- Pupils respect their own personal dignity and that of others made in the image and likeness of God
- Pupils are considerate, compassionate and have a well-developed sense of respect for those of other faiths, religions and none
- Pupils demonstrate exemplary behaviour
- Pupils understand what it means to have a vocation and offer their gifts in the service of others
- Pupils understand that they are valued and cared for as unique individuals who are made in the image and likeness of God
- Pupils are happy, confident and feel secure
- Pupils, appropriate to their age and capability, have an appreciation of authentic loving relationships and an understanding of their affective development within the context of the Catholic vision of the purpose of sexual love

## **Catholic School Inspection – Religious Education N/A**

### **Catholic School Inspection – Pupils contribution to Collective Worship**

- Pupils respond to and actively participate in Acts of Collective Worship, prayer and Liturgy.
- Pupils act with reverence and respect to Acts of Collective Worship, prayer and Liturgy.
- Pupils demonstrate engagement in prayer through deep thought, heartfelt response, communal singing, prayerful silence etc.
- The experience of living and working in a faithful, praying community has a profound and visible effect on pupils spiritual and moral development irrespective of ability or faith background.
- Pupils readily, age and stage appropriate, prepare and lead worship with confidence, enthusiasm and a degree of independence.
- Pupils appropriate to their age and capacity have a good understanding of the Church's liturgical year with its cycle of feasts and seasons.
- Pupils use a variety of ways of praying e.g. using scripture, silence, meditation, reflection, religious artefacts and liturgical music both traditional and contemporary.

## DFE Relationships Education – Additional Information

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. **When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.**

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and

continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. **\*\*These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.**

## DFE Sex Education

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. **\*\*The Bishops of England and Wales made this aspect of the curriculum mandatory in Catholic Schools from 2017.**

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on

knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children. **\*\*Archdiocesan Schools use Journey In Love to support this aspect of the curriculum.**

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

## **DFE Physical health and mental wellbeing**

90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

92. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

93. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

94. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

95. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

96. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.