



Relationship, Sex and Health Education Policy (RSHE)

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In God's love we shine together

Under the *Relationships Education, RSE, and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

At St John's, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE.

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

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

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

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

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

Our RSHE programme enshrines the Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God’s call to love others with a proper respect for their dignity and the dignity of the human body.

We will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

Aim

St John’s Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today’s world.

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

We have developed our curriculum in line with recommendations from the Archdiocesan Education Department to ensure they meet with Catholic Church teaching and the advice from the PSHE Association. We use the 'Journey in Love' programme, this is the recommended programme of study for Catholic schools and has been written as a progressive scheme of work that supports Religious Education, PSHE and Science taught within school. The other aspects of the Statutory curriculum intent will be met by the RE Curriculum 'To Know You More Clearly', Science, Computing, relevant PSHE association, NSPCC Talk Pants and PE.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at St John's Catholic Primary School are to:

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

Statutory Requirements

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

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

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

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

Policy Development

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

1. Review –Miss Smith. Including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser/schools officers were invited to attend meetings about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

Relationships Education

As a Catholic school, we are guided by the DfE and CES. DfE guidance describes Relationship Education:

‘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.’ This would include the topics of: families and people who care for me; caring friendships; respectful relationships; online relationships and being safe.

Sex education

Sex Education is not compulsory in primary schools. The national curriculum for science includes subject content in related areas such as: the main external body parts; the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We choose to teach Sex Education at St John’s in order to meet the needs of our pupils. In this we are guided by the Catholic Education Service, using their definition:

‘It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.’

Parents And Carers – including the right to be excused from Sex education

‘The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships’.

Therefore, we will work closely with parents/carers when planning and delivering our RSHE programme and we will support parents and carers by sharing and providing materials where necessary.

Parents and carers will be informed by letter when the more sensitive aspects of our RSHE programme will be delivered, in order that they can be prepared to talk and answer questions about their children’s learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents/carers have the right to withdraw their children from Sex Education except in those elements which are required by the Science National Curriculum. Should they wish to withdraw their children they are asked to notify the school by contacting the Headteacher who will automatically grant the request. If a child is withdrawn, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Consultation

Parents and carers will be consulted in developing and reviewing our policy and they will be able to view the resources we use.

We will also consult with teachers and pupils to ensure the policy reflects their views. We feel that listening and responding to the views of young people will strengthen the policy, ensuring that it meets their needs.

Our aim is that, at the end of the consultation process, stakeholders will have full confidence in our RSHE programmes to meet their child's needs.

In addition, where appropriate, parents/carers may be consulted before their child's final year of primary school about the detailed content of what will be taught. This will include offering them support in talking to their children about sex education and how to link this with what is being taught in school.

A balanced curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information inline with the National Curriculum for Science.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Controversial or sensitive issues; managing difficult questions; safeguarding

There will always be sensitive or controversial issues in the field of RSHE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity.

At St John's, we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

At St John's, we want to promote a healthy, positive atmosphere in which RSHE can take place. We will ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. We recognise that some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. If this happens, adults will tell the pupil/pupils at the time that they will speak to them after the lesson. A record of the discussion will be made and parents/carers made aware if necessary.

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

What pupils will learn - Relationships education *By the end of primary school pupils should know:*

Families and people who care for me

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

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

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

* (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)

Online relationships

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

Being safe

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

What pupils will learn - Sex education

DfE guidance '*Relationships and sex education (RSE) and health education*' states 'it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.' It recommends therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In order to do this, we use CES guidance '*A Model Policy For Relationships And Sex Education*'. By the end of key stage 2 we aim:

To develop the following attitudes and virtues:

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

To develop the following personal and social skills:

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

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love
- the Church's teaching on marriage and the importance of marriage and family life
- the centrality and importance of virtue in guiding human living and loving
- the physical and psychological changes that accompany puberty
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

What pupils will learn – Physical health and mental wellbeing

By the end of primary school pupils should know:

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

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

Healthy eating

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

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

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

Basic first aid

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

Changing adolescent body

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

How RSHE will be taught

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching. After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2nd Edition 2020 this includes *sexual intercourse at Year 6. (See right of withdrawal) We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs. We have adapted the PSHE Association Primary Scheme of Work to ensure that we provide a bespoke curriculum appropriate to the needs of our pupils.

All statutory aspects will be covered through a combination of PSHE Association resources, Come and See/RED Curriculum (KS1/2), Science Curriculum (KS1/ KS2), NSPCC - Talk Pants and Safer Internet Week If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Our Curriculum Map (at the end of this policy) shows our carefully sequenced planned programme of lessons.

Delivery of Relationship, Sex and Health Education (RSHE)

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

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

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

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

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers). As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Pupils with special educational needs and disabilities (SEND)

At St John's, we ensure that Relationships Education, Sex Education and Health Education is accessible for all pupils. High quality teaching, that is differentiated and personalised where necessary, is the starting point to ensure this.

Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' personal circumstances; for example, their own sexual orientation, faith or culture and we teach our programmes in a way that ensure that pupils are not subject to discrimination.

Our programmes of study will also be delivered with reference to the law, in particular to the Equality Act

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. As such, at St John's we take into consideration all these factors when designing and teaching these subjects.

We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when teaching Relationships Education, Sex Education and Health Education.

Transition to KS3

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. At St John's our programmes are tailored to the age and the physical and emotional maturity of our pupils. They will 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.

Equalities Obligations, including LGBT

At St John's we will not discriminate against pupils in relation to the following as it is unlawful:

- admissions (apart from the exemptions on single sex schools and those with a religious character)
- the provision of education
- access to any benefit, facility or service
- exclusions
- any other detriment

Unlawful discrimination includes:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments
- pregnancy and maternity discrimination

At St John's, we ensure that we comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In particular, complying with the provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics – see above (pt. 14.1).

At St John's, we ensure that all our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBT (see Section 8 – Relationships Education), we ensure that the content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

We take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic; and we take this into consideration in designing and teaching Relationships Education, Sex Education and Health Education.

We also consider the makeup of our student body, including the gender and age range, when considering whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated. Any occurrences are identified and tackled.

We are particularly aware of current evidence on the preponderance in schools and colleges of sexual violence and sexual harassment between children. We make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with accordingly.

At St John's, through our programmes of study, we enable pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use of prejudice-based language and how to respond and ask for help.

Cross-Curricular Links

This policy is delivered as part of our PSHE framework and is compatible with our school's other policy documents including our Behaviour Policy and our Safeguarding Policy.

It also complements several national curriculum subjects and we look for opportunities to draw links between the subjects and integrate teaching where appropriate. For example:

- 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. We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.
- The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in a competitive sport and activities and lead healthy, active lives.

External visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. These visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be clear about their role and responsibilities whilst they are in school delivering a session.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Monitoring and evaluation

Our RSHE Leader is Claire Smith. They monitor the provision of the various dimensions of the programme. This includes examining plans, schemes of work and samples of pupils work at regular intervals.

Curricular development is linked to our self-evaluation, school improvement planning and performance management cycles.

The programme is evaluated by means of questionnaires and by discussion with pupils, staff and parents and carers. The results of evaluations are reported to these groups of interested parties and their suggestions are sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Governance

Our link governor for RSHE is Alex Rimmer

As well as fulfilling their legal obligations, our governing body will also make sure that:

- provision is in accordance with other whole school policies, the ethos of our school and our Christian beliefs
- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

As part of St John's Catholic Primary School, our foundation governors and trustees have also wider responsibilities in relation to maintaining and developing the religious ethos of our school.

Date of policy and review

Date of policy: March 2025

This policy is available to parents/carers and anyone who asks for it free of charge from our office and is also published on our website.

This policy will be reviewed at least every 2 years.

Appendix 1

Come and See and Relationship and Sex Education



Introduction

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

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

****Come and See is being phased out of Primary Schools and will be replaced with To Know You More Clearly**** There is a planning document being produced to exemplify the links between the Journey in Love programme and the new Religious Education Directory**

St John's Catholic Primary School Relationship & Sex Education Curriculum Overview

Curriculum Intent

At St John's Catholic Primary School, we provide our pupils with a rich, varied and balanced curriculum in a safe, caring and nurturing environment which is underpinned by our Mission Statement: 'In God's love we shine together.' Our curriculum gives children the opportunity to develop spiritually, morally, socially and culturally and to celebrate and rejoice in their faith and experiences.

Every child is recognised as an individual with their own strengths, interests and talents. We celebrate and welcome uniqueness and diversity and show respect for ourselves and others. Through our broad curriculum, we employ a climate of high aspiration and challenge where children are encouraged to develop their inter-personal and collaborative learning skills as well as their own independence as learners. We build character by creating opportunities for children to try new things, problem solve and develop resilience through varied, challenging learning opportunities where they can experience first-hand the joy of discovery. Children are encouraged to listen to others and to be critical, creative thinkers. We celebrate local traditions, learning and developing new skills to enable the children to take an active role in events throughout the year whilst developing a sense of belonging to their community. We develop a clear understanding of our environmental responsibility and the need to preserve the precious world we live in.

Through our curriculum, we create a happy, enjoyable learning culture where children develop a love of learning, a thirst for knowledge and are equipped with the skills to become lifelong learners.

Subject Intent

As a school, we have adopted the "A Journey in Love" programme to support the delivery of Relationship and Sex Education. The foundational premise of this programme is one that believes we are made in the image and likeness of God. Throughout the year, children will consider the following aspects of love; physical, social, emotional, intellectual and spiritual. This will enable them to grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships; they must be at ease with themselves and grow in self-knowledge. RSE will work alongside Religious Education lessons under Liverpool Archdiocese guidance and in conjunction with SMSC.

Classes	CYCLE A Learning Objectives	CYCLE B Learning Objectives
Class 1 (YR)	Children know and understand that God has made them unique and that although we are different we are all special to him.	
Class 2 (Y1-2)	<u>Y1 Cycle</u> Children know and understand that they are growing and developing as members of their own family and God's Family.	<u>Y2 Cycle</u> Children know and understand that they are growing and developing in a God given community and are developing an awareness that belonging to their family is their first experience of a community of love.
Class 3 (Y3-4)	<u>Y3 Cycle</u> Children know and understand the virtues essential to friendship e.g. loyalty, responsibility... and experience the importance of both forgiving and being forgiven and of celebrating God's forgiveness.	<u>Y4 Cycle</u> 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.
Class 4 (Y5-6)	<u>Y5 Cycle</u> 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.	<u>Y6 Cycle</u> 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

UKS2 - Class 4 RSE Long Term Map CYCLE B

RSE Journey in Love Y6 Cycle		Come and See Y6 Cycle	PSHE PSHE Association Y5 & National Online Safety	Science National Curriculum	English
<p><u>The wonder of God's love in creating new life</u></p> <p><u>Learning Objectives:</u></p> <p><i>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></p>	Autumn	<p><u>Domestic church/Family: Loving God who never stops loving</u> What unconditional love means How love is shown, How you are loved and cared for, What members of your family do for each other, How you show love to others Does love last forever or does it have limits? Do you have to earn love? How can I love people I don't like?</p>	<p>PSHE Association - Y5 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>NOS/E-Safety - Self image and Identity NOS/E-Safety - Online relationships</p> <p>Wider opportunities: Life Bus, Macmillan Coffee morning, Fire Safety visit</p>	<p><u>Evolution and Inheritance</u> Pupils should be taught to: Recognise that living things have changed over time. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>Biography Recount - diary Non Chronological report Letters & Correspondence Poetry - The spider and the fly Historical Narrative - Christmas carol</p>
		<p><u>Baptism/Confirmation Belonging: Vocation and commitment</u> <i>The vocation of priesthood and religious life</i> Our lives are marked by many different experiences of being welcomed into new situations and groups. We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to work places and to social groupings. What does it mean to be committed?</p> <p><u>Advent/Christmas Loving: Expectations</u> <i>Jesus born to show God to the world</i> Links: Why is it good to have high expectations of yourself and others? Gifts, given and received, are a sign and expression of love. Which of the gifts you have received do you treasure most? Why do you treasure them? When have you experienced someone giving of themselves to you? Reflect on times in your life when you give of yourself to others? How does this feel?</p> <p><u>Local Church/Community : Sources</u> <i>The Bible, the special book for the Church.</i> In the Bible There are all sorts of people – good, bad and indifferent – just as in the world today. God showed his love for them by wonderful deeds and each responded in a special way.</p> <p><u>Eucharist/Relating: Unity</u> <i>Eucharist enables people to live in communion</i> Why friendships are important, The most important value in friendship, What helps a friendship to flourish, The kinds of behaviour that break a friendship. Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level.</p> <p><u>Lent/Easter: Giving: Death and New life</u> <i>celebrating Jesus' death and resurrection</i> Life, especially family life, or life in school, is full of opportunities for self-giving. When children are young, parents have to do everything for them and sacrifice their own needs for those of their children. The quality of the parents' loving care lays the foundation for their children to grow into people capable of giving love to others. When parents are old and infirm, they become dependent on their children to look after them. So, life is a cycle of being cared for and caring for others, of dependence and independence, of receiving and giving. Self-giving is essential if individuals and relationships are to grow and develop.</p>	<p>PSHE Association - Y5 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference</p> <p>NOS/ E-Safety - Online Reputation NOS/ E-Safety - Online bullying and Managing online information</p> <p>Wider opportunities: Road safety visit</p>	<p><u>Electricity</u> <u>Forces</u></p>	<p>Narrative with dialogue Magazine article Persuasive writing Macbeth – additional chapter Romeo & Juliet - study Playscript</p>
		<p><u>Pentecost/Serving: Witnesses</u> <i>The Holy spirit enables people to become witnesses.</i> The spirit of God is active in each person and in a special way in the community of believers which is the Church, children will show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness.</p> <p><u>Reconciliation/Inter-relating: Healing</u> <i>Sacrament of the anointing of the sick.</i> Showing compassion and care for those who are ill, Our attitude towards those people are ill in their minds, Helping, caring and understanding those with a learning disability. Networks of friendships and relationships enable human beings to live together.</p> <p><u>Universal church/World: Common Good</u> <i>Work of Christians for the common good of all.</i> The common good is central to Catholic Social teaching and is intrinsically linked to social justice. At the heart of this teaching is respect for the human person made in the image of God; the social well-being and development. Christians believe that the diversity of the world and its people is God's gift. Jesus in his life and gospel, challenges people to appreciate diversity and to create with it a harmony that reflects the unity of Father, Son and Holy Spirit. This is reflected in the work of CAFOD.</p>	<p>PSHE Association - Y5 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money</p> <p>NOS/ E-Safety - Privacy and security</p> <p>NOS/ E-Safety - Copyright and ownership</p>	<p><u>Light</u> <u>Living things and their habitats</u></p>	<p>Recount - diary Balanced argument Poetry - Power of imagery Stories from another culture Recount: Newspaper Greek myths</p>
Spring	Summer				

UKS2 - Class 4 RSE Long Term Map CYCLE A

RSE Journey in Love Y5 Cycle		Come and See Y5 Cycle	PSHE PSHE Association Y6 & National Online Safety	Science National Curriculum	English
<p><u>God loves me in my changing and development</u></p> <p><u>Learning Objectives:</u> <i>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></p>	Autumn	<p><u>Domestic church/Family: Ourselves.</u> <i>Created in the image and likeness of God.</i> Developing a deepening awareness of who I am, we are made in the image of God, recognising what makes us unique. Each person is made in the image and likeness of God. To know ourselves and to appreciate that our value and uniqueness is central to our wellbeing. Who am I? What makes me unique? Where do I come from?</p> <p><u>Baptism/Confirmation: Belonging - Life Choices.</u> <i>Marriage, commitment and service.</i> Show how feelings and beliefs affect their own and others' behaviour in relationships. Through Baptism the Christian is called to a life of holiness and to the mission of spreading the Good News. That life may be lived out in different ways. For some it will be through marriage. What is important for friendship to thrive? Why are fidelity and commitment important in relationships?</p> <p><u>Advent/Christmas: Loving – Hope Advent; waiting in joyful hope for Jesus; the promised one</u> Gifts, given and received, are a sign and expression of love. Which of the gifts you have received do you treasure most? Why do you treasure them? When have you experienced someone giving of themselves to you? Reflect on times in your life when you give of yourself to others? How does this feel?</p>	<p>PSHE Association - Y5 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>NOS/E-Safety - Self image and Identity NOS/E-Safety - Online relationships</p> <p>Wider opportunities: British transport police talk, Life Bus, Macmillan Coffee morning, Fire Safety talk</p>	<p><u>Earth and Space</u></p> <p><u>Forces</u></p>	<p>Journalistic Writing Non chronological reports Short narrative Autobiography Information leaflet for Stonehenge Adventure stories</p>
	Spring	<p><u>Local church - community Mission: Life choices</u> <i>Continuing Jesus' mission in diocese.</i> What inspires people in their mission? What are the joys and demands of engaging in a mission? The experience of community is an essential and enjoyable part of life for people of every age and faith. The cycle of a year and the span of a lifetime contain occasions for regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities.</p> <p><u>Eucharist – Relating: Memorial Sacrifice - Life choices</u> <i>The Eucharist, the living memorial of Jesus</i> Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level.</p> <p><u>Lent/Easter: Giving: Sacrifice</u> <i>Lent, a time of giving in order to celebrate the sacrifice of Jesus.</i> Why are some people so generous in their giving? What does sacrifice mean in daily life? Why do we sometimes refuse to give?</p>	<p>PSHE Association - Y5 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference</p> <p>NOS/ E-Safety - Online Reputation NOS/ E-Safety - Online bullying and Managing online information</p> <p>Wider opportunities: Road safety talk, Train safety talk</p>	<p><u>Y6 Animals incl humans – diet, exercise and nutrition</u> Draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty. Research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. Pupils should learn how to keep their bodies healthy and how their bodies can be damaged.</p> <p><u>Human Circulatory system</u> Pupils will be taught to identify and name the main parts of the human circulatory system. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will describe the ways in which nutrients and water are transported within animals, including humans. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p>	<p>Explanation text Balanced argument Poetry – The Highwayman Novels on a theme - Kensukes Kingdom Viking legend - Beowulf</p>

Summer	<p><u>Pentecost/Serving: Transformation</u> <i>Celebration of the Spirit's transforming power.</i> How can I transform my energy for the good of others? Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service. Often, we are especially influenced by those whose actions speak powerfully of a life of service.</p> <p><u>Reconciliation – Inter relating: Freedom & Responsibility</u> <i>Commandments enable Christians to be free and responsible.</i> Christians believe that God has given to each person the free will and power to choose. The gift of God's Spirit, guarantee of God's abiding presence is the foundation of Christian faith in the holiness of conscience.</p> <p><u>Universal Church – world: Stewardship</u> <i>The church is called to stewardship of creation.</i> Christians believe that every human being is created in the image of God and has the special gift and challenge of sharing in God's creation. We ourselves are part of creation, and are dependent upon it: we are made aware that caring for creation is part of caring for ourselves</p>	<p>PSHE Association - Y5 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money</p> <p>NOS/ E-Safety - Privacy and security</p> <p>NOS/ E-Safety - Copyright and ownership</p>	<p><u>Properties of Materials – Solids liquids and Gases</u></p> <p><u>Dissolving and Changing states – irreversible and reversible changes</u></p> <p>-</p>	<p>Poetic analysis Persuasive Writing leaflet & brochure Poetry - The Lion & Albert - mixed opps for writing</p>
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LKS2 - Class 3 RSE Long Term Map CYCLE B

RSE Journey in Love Y4 Cycle	Come and See Y4 Cycle	PSHE PSHE Association Y3 & National Online Safety	Science National Curriculum	English
<p><u>God loves us in our differences</u></p> <p><u>Learning Objectives:</u> 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.</p>	<p><u>Domestic church/Family: People</u> <i>The family of God in scripture. Catechism of the Catholic Church 2215: Respect for parents derives from gratitude towards those who, by the gift of life, their love and their work have brought children into the world and enabled them to grow in stature, wisdom and grace. Where do I come from? To whom do I belong?</i></p> <p><u>Baptism/Confirmation Belonging: Called Confirmation – a call to witness.</u> Through Baptism and Confirmation people are given the gift of the Holy Spirit and are called to respond in their lives. How does it feel to be chosen? How do people respond to being called? Our lives are marked by many different experiences of being welcomed into new situations and groups. We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to work places and to social groupings.</p> <p><u>Advent/Christmas Loving: Gift God's gift of love and friendship in Jesus.</u> Children explore the gift of love and friendship. Why are the gifts of love and friendship important? What are the joys and demands of the commitment required in the gift of love and friendship?</p>	<p>PSHE Association – Y3 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe</p>	<p><u>Skeletons and Movement</u></p> <p><u>Electricity</u></p>	<p>Setting and Character Descriptions Information Texts Instructions and invitations Myths and Legends Poetry Persuasive Texts</p>
	<p><u>Local church - community Mission: Life in the local Christian community – ministries in the parish.</u> Children explore what it means to be part the local Christian community. Why do people give up their time to help others in the community? What makes communities function well for the good of others?</p> <p><u>Eucharist – Relating: Giving and Receiving Living in Communion.</u> We are called to follow the example of Jesus by giving ourselves to others in the world. Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level.</p> <p><u>Lent/Easter: Giving: Self-discipline</u> <i>The family of God in scripture.</i> How can I be self-disciplined in the choices I make? How will self-discipline help me to grow and to reach my full potential? Lent is the season when Christians practise both giving and giving-up, to identify with the complete self-offering of Jesus. In his Gospel, Matthew makes it clear that in loving and caring for other people we are loving and caring for Jesus.</p>	<p>PSHE Association – Y3 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference</p>	<p><u>Environment</u></p> <p><u>Health and Nutrition</u> Pupils will be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement. The pupils will continue to learn about how their body is special and that each part functions in a different way.</p>	<p>Recounts / Non-chronological Reports Calligrams Explanations Leaflets Charlie and the Chocolate Factory Recipes and Instructions Nonsense Poetry Adverts</p>

Summer

Pentecost/Serving: New life *To hear and live the Easter message* How can good news change the way you feel?

Reconciliation – Inter relating: Building bridges *Admitting wrong, being reconciled with God and one another* What might destroy a bridge of friendship? How can bridges between people be built? Networks of friendships and relationships enable human beings to live together. When a child's power to reach out, trust and make friends is diminished, they may suffer the effects for a lifetime. Both children and adults have to discover their ability to reach out and repair what has been damaged.

Universal Church – world: God's people *Different saints show us what God is like.* For many people, some places in the world are special. For others the whole world is special. We all feel a need to look after what is special to us. Sometimes it is easy to explain why things are special. At other times it might be difficult to put into words why something is special.

PSHE Association –
Y3 Core theme 3
Living in the wider world. Topic areas:
Rights and Responsibilities;
Taking Care of the Environment; Money

Plants

Non Contact forces

Historical Stories
Newspaper
Reports
Character profiles
The Iron Man
Playscripts
Poetry

LKS2 - Class 3 RSE Long Term Map CYCLE A

RSE Journey in Love Y3 Cycle		Come and See Y3 Cycle	PSHE PSHE Association Y4 & National Online Safety	Science National Curriculum	English	
<p><u>How we live in love</u></p> <p><u>Learning Objectives:</u> Children know and understand the virtues essential to friendship e.g. loyalty, responsibility... and experience the importance of both forgiving and being forgiven and of celebrating God's forgiveness.</p>	Autumn	<p><u>Domestic church/Family: Homes</u> <i>God's dream for every family.</i> In this topic we explore how God is present in every home. This is expressed in the love that binds the family together within the home through good times and bad times. What does home mean to you? How is God present in my life?</p> <p><u>Baptism/Confirmation Belonging: Promises</u> <i>The meaning of the commitment and promises made at baptism.</i> What does it mean to make a promise? How can we help others keep promises?</p> <p><u>Advent/Christmas Loving: Visitors</u> <i>Advent: waiting for the coming of Jesus.</i> How we can help one another in life's journey?</p>	<p>PSHE Association – Y4 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe</p>	<p><u>Teeth, eating and digestion</u> Pupils will be taught to describe the simple functions of the basic parts of the digestive system in humans as well as identifying the different types of teeth in humans and their simple functions. They will learn about the main body parts associated with digestive system and become aware of the importance of looking after our bodies.</p> <p><u>Sound</u></p>	<p>Setting and Character Descriptions Leaflets Non— Fiction Texts Recounts Information and Explanation Texts Holiday Brochures WW2 Language Play Poetry Letter Writing</p>	
		Spring	<p><u>Local church - community Mission: Journeys</u> <i>Christian family's journey with Jesus</i> The experience of community is an essential and enjoyable part of life for people of every age and faith. The cycle of a year and the span of a lifetime contain occasions for regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities</p> <p><u>Eucharist – Relating: Listening and Sharing</u> <i>Listening and sharing Listening to the word of God and sharing communion.</i> What is so important about listening and sharing? What is the cost of listening and sharing?</p> <p><u>Lent/Easter: Giving: Giving all Lent, a time to remember Jesus' total giving</u> Why are people brave and courageous? What does it mean to give yourself to others?</p>	<p>PSHE Association – Y4 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference</p>	<p><u>Rocks</u></p> <p><u>States of matter</u></p>	<p>Newspaper Reports - natural disasters Fantasy Stories Instructions /Labels Non-chronological reports Poetry</p>
			Summer	<p><u>Pentecost/Serving: Energy</u> <i>Gifts of the Holy Spirit</i> Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service</p> <p><u>Reconciliation – Inter relating: Choices</u> <i>The importance of conscience in making choices</i> How do we make choices? Do all choices have consequences?</p> <p><u>Universal Church – world: Special places</u> <i>Special places for Jesus and the Christian community</i> Where is special for me? How do places become special?</p>	<p>PSHE Association – Y4 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money</p>	<p><u>Light</u></p> <p><u>Environment</u></p>

KS1 - Class 2 RSE Long Term Map CYCLE B

RSE Journey in Love Y2 Cycle		Come and See Y2 Cycle	PSHE Association Y1 & National Online Safety	Science National Curriculum	English
<p><u>We meet God's love in the community</u></p> <p><u>Learning Objectives:</u> Children know and understand that they are growing and developing in a God given community and are developing an awareness that belonging to their family is their first experience of a community of love.</p>	Autumn	<p><u>Domestic church/Family: Beginnings</u> <i>God is present in every beginning.</i> Teaching about creation is important as it concerns the foundations of human and Christian life, making explicit the response of the Christian faith to the basic question (that people of all times have asked themselves): Where do I come from? Where are we going? What is our origin? Where does everything that exists come from and where is it going?</p> <p><u>Baptism/Confirmation Belonging: Signs and symbols</u> <i>Signs and symbols used in Baptism</i> Our lives are marked by many different experiences of being welcomed into new situations and groups. We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to work places and to social groupings.</p> <p><u>Advent/Christmas Loving: Preparing Advent</u> – <i>preparing to celebrate Christmas</i> Advent is a time when we appreciate the love in our lives and prepare to celebrate love becoming a reality in the person of Jesus.</p>	<p>PSHE Association – Y1 Core theme 1/Health and Wellbeing. Topic areas: Feelings and Emotions, healthy relationships, valuing differences</p>	<p><u>Everyday materials</u></p> <p><u>Health</u></p>	<p>Police report based on Little Red Riding Hood Persuasive writing Instructions Poetry & rhymes Diaries Descriptive sentences leading into... Fantasy Stories Newspapers Comic Strips</p>
	Spring	<p><u>Local church - Community: Books</u> <i>The books used in Church</i> The experience of community is an essential and enjoyable part of life for people of every age and faith. The cycle of a year and the span of a lifetime contain occasions for regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities. The Church's celebrations are community occasions.</p> <p><u>Eucharist – Relating: Thanksgiving</u> <i>Mass, a special time for saying thank you to God for everything, especially Jesus</i> Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level.</p> <p><u>Lent/Easter: Giving: Opportunities</u> <i>Lent, an opportunity to start a new in order to celebrate Jesus' life.</i> Life, especially family life, or life in school, is full of opportunities for self-giving. When children are young, parents have to do everything for them and sacrifice their own needs for those of their children. The quality of the parents' loving care lays the foundation for their children to grow into people capable of giving love to others. When parents are old and infirm, they become dependent on their children to look after them. So, life is a cycle of being cared for and caring for others, of dependence and independence, of receiving and giving. Self-giving is essential if individuals and relationships are to grow and develop</p>	<p>PSHE Association – Y1 Core theme 2/Relationships. Topic areas: Feelings and Emotions, healthy relationships, valuing differences</p> <p>Wider opportunities: Road safety visit</p>	<p><u>Habitats</u></p> <p><u>Animals including humans</u> The pupils will be taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. They will understand the importance of looking after their bodies now and as they grow</p>	<p>Poetry Instructions Leaflets Informational text - Non-chronological reports Fact Files</p>
	Summer	<p><u>Pentecost/Serving: Spread the word</u> <i>Pentecost – a time to spread the Good News</i> Christians believe that the Spirit of God is active in each person and, in a special way, in the community of believers, which is the Church. It is the work of the Spirit to enable people to hear God's message and to live Jesus' way of service.</p> <p><u>Reconciliation – Inter relating: Rules</u> <i>Reasons for rules in the Christian family</i> Networks of friendships and relationships enable human beings to live together. When a child's power to reach out, trust and make friends is diminished, they may suffer the effects for a lifetime. Both children and adults have to discover their ability to reach out and repair what has been damaged.</p> <p><u>Universal Church – world: Treasures</u> <i>God's treasure: the world.</i> Christians believe that the diversity of the world and its people is God's gift. Jesus in his life and gospel, challenges people to appreciate diversity and to create with it a harmony that reflects the unity of Father, Son and Holy Spirit. This is reflected in the work of CAFOD.</p>	<p>PSHE Association – Y1 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money</p>	<p><u>Plants</u></p> <p><u>Materials</u></p>	<p>Traditional Tales Reported speech in Narrative Letters Posters Narrative Persuasive advert/ leaflet for local beach Tongue twisters - alliteration Letters</p>

KS1 – Class 2 RSE Long Term Map CYCLE A

RSE Journey in Love Y1 Cycle		Come and See Y1 Cycle	PSHE PSHE Association Y2 & National Online Safety	Science National Curriculum	English
<p><u>We meet God's love in our family</u></p> <p><u>Learning Objectives:</u></p> <p>Children know and understand that they are growing and developing as members of their own family and God's Family.</p>	Autumn	<p><u>Domestic church/Family: Families</u> <i>God is present in every beginning.</i> Everyone belongs to the family of God. It is in the love of a family that Christians first experience the reality of Church.</p> <p><u>Baptism/Confirmation Belonging: Belonging</u> <i>Baptism is an invitation to belong to God's family</i> How can I belong to God? What does it feel like to belong? How can we help others to feel they belong?</p> <p><u>Advent/Christmas Loving: Waiting</u> <i>Advent, a time to look forward to Christmas</i> How do you feel when you are waiting for something you like? What do you find difficult about waiting? What can you do to make waiting easier?</p>	<p>PSHE Association – Y2 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe</p>	<p><u>Humans and health</u></p> <p><u>Other animals Science Animals as humans:</u> Name the things you can do now, that you couldn't as a baby. What have you learned? How have you grown? Measure hands and feet sizes of the children now and compare them to those of a baby.</p>	<p>SPaG Skills Newspaper Diary—Samuel Pepe's Recount of The Great Fire of London Narrative Letters Twisted Traditional Tales Fables</p>
		Spring	<p><u>Local church - Community: Special people</u> <i>People in the parish family</i> The experience of community is an essential and enjoyable part of life for people of every age and faith. The cycle of a year and the span of a lifetime contain occasions for regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities. The Church's celebrations are community occasions.</p> <p><u>Eucharist – Relating: Meals</u> <i>Mass, Jesus' special meal</i> The parish family gathers for the Eucharist (Mass), Jesus' special meal. We find strength in gathering for the celebration of the Eucharist and of God's love in our lives. What happens at a meal? What makes some meals special?</p> <p><u>Lent/Easter: Giving: Change</u> <i>Lent, a time for change</i> Life, especially family life, or life in school, is full of opportunities for self-giving. When children are young, parents have to do everything for them and sacrifice their own needs for those of their children. The quality of the parents' loving care lays the foundation for their children to grow into people capable of giving love to others. When parents are old and infirm, they become dependent on their children to look after them. So, life is a cycle of being cared for and caring for others, of dependence and independence, of receiving and giving. Self-giving is essential if individuals and relationships are to grow and develop</p>	<p>PSHE Association – Y2 Core theme 2/Relationships. Topic areas: Feelings and Emotions, healthy relationships, valuing differences</p>	<p><u>Seasonal changes</u></p> <p><u>Plant growth</u></p>
	Summer	<p><u>Pentecost/Serving: Holidays and holy days</u> <i>Pentecost – the feast of the Holy Spirit</i> How do I use holiday times to relax and do something different? How does the Holy Spirit help and guide us in our lives?</p> <p><u>Reconciliation – Inter relating: Being sorry</u> <i>God helps us to choose well</i> Networks of friendships and relationships enable human beings to live together. When a child's power to reach out, trust and make friends is diminished, they may suffer the effects for a lifetime. Both children and adults have to discover their ability to reach out and repair what has been damaged. If human beings are to live together in relationships, there is always need for reconciliation. What good choices have you made? How did you feel? What wrong choices have you made? How did you feel?</p> <p><u>Universal Church – world: neighbours</u> <i>Neighbours share God's world</i> Who is my neighbour? Why are they my neighbour? What makes a good neighbour?</p>	<p>PSHE Association – Y1 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money matters</p>	<p><u>Everyday materials</u></p> <p><u>Living things and their habitats</u></p>	<p>Information texts – Travel Brochure Stories from other cultures Recount of their carnival party Character description of a pirate Biography Poetry - Sea Chanty Role plays -explorers Postcards</p>

Reception – Class 1 RSE Long Term Map

RSE Journey in Love		Come and See	PSHE PSHE Association	Science National Curriculum	English
<p><u>God loves each of us in our uniqueness</u></p> <p><u>Learning Objectives:</u> Children know and understand that God has made unique and that although we are all different we are all special to him</p>	<p align="center">Autumn</p>	<p><u>Domestic church/Family: Myself</u> Every person needs to come to an understanding of who they are to appreciate their value and uniqueness, the wonder and mystery of life. God creates each person in love, in his own image and likeness. Living in thanksgiving, acknowledges God who knows and loves each person – “me”</p> <p><u>Baptism/Confirmation Belonging: Welcome</u> Our lives are marked by many different experiences of being welcomed into new situations and groups. We recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. We belong to families, to work places and to social groupings.</p> <p><u>Advent/Christmas Loving: Birthday</u> Gifts, given and received, are a sign and expression of love. Advent is a time when we appreciate the love in our lives and prepare to celebrate love becoming a reality in the person of Jesus. Christians at Christmas celebrate the gift of Jesus, given by God as a sign and expression of God’s love. Giving and receiving reflects the truth that all life is given by God and life is given meaning through the gift of Jesus.</p>	<p><u>Talking about ‘me’</u> (Children will talk about their name, age, what they look like, who they live with, what they like and don’t like – emphasising throughout how unique they all are) physical, social and emotional</p> <p><u>Settling in</u> (Thinking about routines and groups. Getting to know new and current friends more and discovering who they like to play with) social</p> <p><u>Classroom jobs</u> (each have our own skills for different jobs) intellectual</p> <p><u>Team games</u> (Thinking about playing with everyone in our classroom and how this makes us good friends) emotional and intellectual</p> <p><u>Accepting needs of others</u> (Knowing that other children have needs too and accepting that they may be different to their own.) physical, social, emotional and intellectual</p>	<p><u>Talking about ourselves and others</u> (Physical differences and uniqueness) linked to physical</p> <p><u>Naming body parts</u> (Looking at the basic parts of the human body and understanding that even though we are all different, we have two eyes, a nose, a mouth etc) linked to physical</p> <p><u>Talking about families</u> (Talking about our own families and how they are all different and unique. Talking about how our families make us feel, what we do with them, what they look like) linked to emotional</p>	<p><u>Writing our names</u> (We all have our own names and they are all different physical)</p> <p><u>Listening to and reading stories</u> (Children begin to understand that they enjoy different stories and others might like different things to them) emotional</p>
		<p align="center">Spring</p>	<p><u>Local church - Community: Celebrating</u> The Church’s celebrations are community occasions. On Sundays, the parish family gathers together. It is a time to remember how much there is to celebrate; a time to say thank you; a time to know that God’s love is offered and made visible here and now in Jesus and in people.</p> <p><u>Eucharist – Relating: Gathering</u> Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level. Where two or three are gathered together in my name I am there among them. (Matthew: 18:20)</p> <p><u>Lent/Easter: Giving: Growing</u> Lent is the season when Christians practise both giving and giving-up, to identify with the complete self-offering of Jesus which is remembered in the liturgy of Holy Week and the Easter Triduum. In his Gospel, Matthew makes it clear that in loving and caring for other people we are loving and caring for Jesus.</p>	<p><u>Speaking to others about own needs and interests</u> (Discovering through play how other children like to play and they may like different things. Being confident enough to initiate games and also accept other ideas.) social and emotional</p> <p><u>Initiating conversation</u> (Sometimes friends need some support in play and we have to be kind and patient) social, emotional and intellectual</p> <p><u>Resolving arguments</u> (Discovering how we can overcome arguments and make friends as we know how important it is to have friends and that we all have different ideas. Can we compromise?) social, emotional and intellectual</p> <p><u>Taking turns</u> (Having patience and showing other children that they are important to us) social and intellectual</p>	<p><u>Family mealtimes</u> – (thinking about how each family has a different way of living – we are all different) social and emotional and intellectual</p> <p><u>Senses and food</u> (exploring our five senses and how each person like and dislike different things e.g the taste of crisps or the smell of eggs) physical</p> <p><u>How animals grow</u> (including our own growth and change) physical</p>

Summer

Pentecost/Serving: Good news Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service.

Often, we are especially influenced by those whose actions speak powerfully of a life of service.

Reconciliation – Inter relating: Friends Networks of friendships and relationships enable human beings to live together. When a child's power to reach out, trust and make friends is diminished, they may suffer the effects for a lifetime. Both children and adults have to discover their ability to reach out and repair what has been damaged.

Universal Church – world: Our world For many people, some places in the world are special. For others the whole world is special. We all feel a need to look after what is special to us. Sometimes it is easy to explain why things are special. At other times it might be difficult to put into words why something is special. The diversity of the world and its people is God's gift.

Thinking before acting (Being able to anticipate reactions of different friends and how we can change our behaviour in different situations – whether this is by compromising on a game or refraining from saying an unkind comment because they are aware of somebody else's feelings) **emotional and intellectual**

Listening to others (Children begin to show that they understand others have different opinions to them – they are unique in how they think as well as how they look) **physical and intellectual**

Talking about change (Even though we are all different, we are all together in our class. We will move on together and show kindness. When we look after others, we are more like Jesus.) **intellectual and spiritual**

Using everyday technology (National Online Safety unit for reception) **intellectual**

Forest school! (thinking about our world and how we can look after it, asking questions about it and knowing that looking after our world helps us be a good friend to God) **spiritual**

Writing letters (writing letters to others. This could be a letter to their next teacher to tell them what they know about themselves, who their friends are and how they feel about moving into year 1) **social, emotional, intellectual and spiritual**

Appendix 2

Statutory Science Curriculum

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

In Key Stage 1 children learn:

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

In Key Stage 2 children learn:

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