

St. Theresa's Catholic Primary School

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Catholic Primary School



Relationships and Sex Education Policy

"We learn together, we play together, we pray together, we grow together in the love of God"

St. Theresa's
Catholic Primary School



Validation grid

Title	Sex and Relationships Education Policy
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1. Defining Relationship and Sex Education (RSE)

The Department for Education (DFE) guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of themselves 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.

At St. Theresa’s the focus is 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 the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

2. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

3. Rationale

‘I have come that you might have life and have it to the full’

(Jn.10.10)

We are involved in relationships and sex education 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 RSE will be firmly embedded in the PSHE 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 RSE 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 and support will be provided to help pupils deal with different sets of values. It will also prepare pupils for life in modern Britain.

4. Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

5. Policy Aims

Our Mission Statement "We learn together, we play together, we pray together, we grow together in the love of God" commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

6. Objectives

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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

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.

7. Outcomes

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

8. Equalities Obligations

The Governing Body has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

9. Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

10. Programme/Resources

The school will teach Science as prescribed by the National Curriculum in Key Stages 1 and 2. Topics related to RSE will cover:

- identifying and naming basic parts of the human body
- understanding that animals, including humans, have offspring which grow into adults
- describe the changes as humans develop to old age
- describing the life process of reproduction in some plants and animals

In addition to this, the Year 6 pupils will be given explicit human reproduction lessons.

The school will also use the Ten:Ten "Life to the Full" resources. Please see Appendix I for the overview.

Teaching strategies will include:

- establishing ground rules
- discussion
- reflection
- brainstorming
- film & video
- group work
- values clarification

11. Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children.

Y6 parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents are consulted during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to withdraw their children from the specific Y6 Sex Education (how to make babies) lessons. Before granting any such request the Headteacher will discuss the request with the parent to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

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

13. Responsibility for Teaching the Programme

Responsibility for the specific RSE programme lays with the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

14. External Visitors

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

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. We will use the CES guidance for these occasions: [6771eb850cc26c0b8fd1a98c Checklist for external speakers FINAL 2022.docx](#)

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.

15. Other Roles and Responsibilities Regarding RSE

Governors

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

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-ordinator

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering

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

16. Relationship to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Child Protection and Safeguarding Policy etc.)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

17. Children's Questions

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

18. Controversial or Sensitive issues

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

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

19. Supporting Children and Young People Who Are at Risk

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

the designated senior member of staff responsible.

20. Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

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

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

21. Monitoring and Evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans and schemes of work at regular intervals. The programme will be evaluated biannually by discussion with staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix I

Ten:Ten Resources Programme Pathway #2 Overview

	<u>Module 1</u> Created and Loved by God	<u>Module 2</u> Created to Love Other	<u>Module 3</u> Created to Live in Community
<u>EYFS</u> Nursery and Reception	- We are created individually by God as part of His creation plan - We are all God's children and are special - Our bodies were created by God and are good - We can give thanks to God! - We are each unique, with individual gifts, talents and skills - Whilst we all have similarities because we are made in God's image, difference is part of God's plan! - Our bodies are good and made by God - The names of the parts of the body (not genitalia) - Our bodies are good and we need to look after them - What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene - Learn that we all have different 'tastes' (likes and dislikes), but	- We are part of God's family - Jesus cared for others and wanted them to live good lives like Him - We should love other people in the same way God loves us - To identify special people (e.g. parents, carers, friends) and what makes them special - The importance of the nuclear family and of the wider family - The importance of being close to and trusting 'special people', and telling them when something is troubling them - How their behaviour affects other people and that there is appropriate and inappropriate behaviour - The characteristics of positive and negative relationships - About different types of teasing and that all bullying is wrong and unacceptable	- That God is love: Father, Son and Holy Spirit - That being made in His image means being called to be loved and to love others - What a community is, and that God calls us to live in community with one another - A Scripture illustrating the importance of living in a community - That no matter how small our offerings, they are valuable to God and He can use them for His glory - That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community - That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.

	also similar needs (to be loved and respected, to be safe etc) • Understand that it is natural for us to relate to and trust one another • Develop a language to describe their feelings • Develop an understanding that everyone experiences feelings • Develop an understanding that feelings are neither good nor bad; they give us information about what we are experiencing • Learn simple strategies for managing feelings • Understand how feelings can affect actions, and that actions have consequences • Develop simple strategies for managing emotions and behaviour • Understand that we have choices and these choices can impact how we feel and respond • Know that we can say sorry and forgive like Jesus • That there are natural life stages from birth to death, and what these are • That change is a part of growing up • Their experiences of change will help their transition to Year 1 • God is with them every step of the way as they grow and	• To recognise when they have been unkind to others and say sorry • That when we are unkind, we hurt God and should say sorry • To recognise when people are being unkind to them and others and how to respond • That we should forgive like Jesus forgives • That the internet connects us to others • That the internet helps us in lots of ways • That only Jesus can help us with everything • About safe and unsafe situations online • That they can ask for help from their special people • About safe and unsafe situations outdoors and indoors • That they can ask for help from their special people • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest	• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • That money helps us buy things • That wants and needs are different • That God's love and the love we share with others is freely given and our most important need
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	change	• That medicines should only be taken when a parent or doctor gives them to us • That medicines are not sweets • That we should always try to look after our bodies, because God created them and gifted them to us • There are lots of people who do jobs to help us • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That paramedics help us in a medical emergency • That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance	
<u>Key Stage 1</u> Year 1 and 2	• We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness • We are created as a unity of body, mind and spirit: who we are matters and what we do matters	• We are part of God's family • Saying sorry is important and can mend friendships • Jesus cared for others and had expectations of them and how they should act • We should love other people in the same way God loves us • About 'special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of nuclear and wider family	• That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • A Scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on who is my neighbour

	• We can give thanks to God in different ways • That we are unique, with individual gifts, talents and skills • That our bodies are good • The names of the parts of our bodies • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family • That our bodies are good and we need to look after them • About what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating • The importance of sleep, rest and recreation for our health • How to maintain personal hygiene • That it is natural for us to relate to and trust one another • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • About language to describe our feelings • In a simple way, that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character	• The importance of being close to and trusting special people and telling them if something is troubling them • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • About the characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable • To recognise when they have been unkind and say sorry • That when people are being unkind to them and others and how to respond • That when we are unkind to others, we hurt God also and should say sorry to Him as well • That we should forgive like Jesus forgives • That the internet connects us to others and helps us in lots of ways • Our feelings matter – both online and offline • That Jesus cares about our feelings and gives us peace. • To understand what situations are safe and unsafe, including online	• That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • What harms and what improves the world in which we live in simple terms • About some different types of jobs in the community • About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls • Work is a part of our purpose (vocation) • God has given us all strengths, gifts and talents to do His work • That money is valuable and is used as an exchange for needs and wants • That wants and needs are different • About spending and saving choices • That God's love and the love we share with others is more valuable than anything
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	• Simple strategies for managing feelings and for good behaviour • That choices have consequences; that when we make mistakes, we are called to receive forgiveness and to forgive others when they do • That Jesus died on the cross so that we would be forgiven • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • That change is a part of life • That managing our feelings about change helps to prepare us for future changes • That God is with us as we change and grow	• To ask for adult help with anything that worries them or makes them feel unsafe • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them • How to resist pressure when feeling unsafe • That they are entitled to bodily privacy • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest • That medicines are drugs, but not all drugs are good for us • That alcohol and tobacco are harmful substances • That our bodies are created by God, so we should take care of them and be careful about what we consume • About what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, first	
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		aid should be used instead of calling 999 Some basic principles of First Aid	
<u>Lower Key Stage 2</u> Year 3 and 4	- We are created individually by God who is Love, designed in His own image and likeness - God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) - Every human life is precious from the beginning of life (conception) to natural death - Personal and communal prayer and worship are necessary ways of growing in our relationship with God - In Baptism God makes us His adopted children and 'receivers' of His love - By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) - It is important to make a nightly examination of conscience - Receiving the Sacraments helps them to develop healthy relationships with others - Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community	- That God loves, embraces, guides, forgives and reconciles us with him and one another - The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness - That relationships take time and effort to sustain - That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness - Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong - That there are different types of relationships including those between acquaintances, friends, family and relatives - That good friendship is when both persons enjoy each other's company and also want what is truly best for the other - The difference between a group of friends and a 'clique' - To increase their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying	- God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' - The human family reflects the Holy Trinity in charity and generosity - We are made in the image of God, which means we are made to love God and others, and be loved by God and others - The Church family comprises home, school and parish (which is part of the diocese) - That God wants His Church to love and care for others - Practical ways of loving and caring for others - Know that there are many different jobs and types of work - Understand some of the factors that influence people's choice of work - Explore their own interests, skills and gifts in relation to their job aspirations - Know that God calls us to work together to share His love and care for each other and the world - All forms of money have advantages and disadvantages

	• Self-confidence arises from being loved by God (not status, etc) • They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do • What the term 'puberty' means • When they can expect puberty to take place • That puberty is part of God's plan for our bodies • Correct naming of genitalia • What changes will happen to boys during puberty • What changes will happen to girls during puberty • That emotions change as they grow up (including hormonal effects) • To understand the range and intensity of their feelings more deeply; that 'feelings' alone are not good guides for action • That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act • What emotional well-being means and that positive actions help emotional well-being • That talking to trusted people helps emotional well-being (e.g.	• About harassment and exploitation in relationships, including physical and emotional abuse and how to respond • Understand that everyone's needs matter in a healthy relationship • Know how to set and respect boundaries with friends, family, peers, and adults • Practise sharing feelings and needs in a calm, kind, and confident way • Recognise when a relationship feels uncomfortable or unhappy, and know how to ask for help • That their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • That bad language and bad behaviour are inappropriate • To judge well what kind of physical contact is acceptable or	• Our attitude to money and choices about spending, saving and giving impacts on ourselves and others • Budgeting helps to keep track of spending and saving • Our faith guides our values and reminds us of the importance of love for God and others
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	parents/carer/teacher/parish priest) • That images in the media do not always reflect reality and can affect how people feel about themselves • That God made us and loves us as we are • That some behaviour is wrong, unacceptable, unhealthy and risky • That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the Media • That they were handmade by God with the help of their parents • How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception • How conception and life in the womb fits into the cycle of life • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving	unacceptable and how to respond • About different kinds of abuse, including 'abuse of private parts' • That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest • Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body • That our bodies are created by God, so we should take care of them and be careful about what we consume • That in an emergency, it is important to remain calm • That quick reactions in an emergency can save a life • How to help in an emergency using their First Aid knowledge • It is our responsibility to follow the rules at home, school and in our country • Some of our rules and laws are based on our rights • Rights protect us and ensure everyone is treated equally • Rules and rights are based on our values as a community • Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God	
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	• That change is a part of life and that there are different kinds of change • About some feelings often associated with change • That God is always with us as we change and grow • Coping strategies to support themselves and others	• What risk means and how to recognise risks and hazards that may cause harm or injury • How to reduce and manage risk responsibly and use rules and boundaries to keep safe around fire, roads, railways, including level crossings, and water, including the water safety code • How to get help or advice if they feel unsafe	
Upper Key Stage 2 Year 5 and 6	• We were created individually by God who cares for us • and wants us to put our faith in Him • Physically becoming an adult is a natural phase of life • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! • How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community • How there are many different types of family set up	• That God calls us to love others • About ways in which we can participate in God's call for us to love others • That pressure comes in different forms, and what some of those different forms are • That there are strategies that they can adopt to resist pressure • What consent and bodily autonomy means • About different scenarios in which it is right to say 'no' • How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships • About prejudice, bullying and discrimination: what they	• That God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity • That the Holy Spirit works through us to bring God's love and goodness to others • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others • How to apply the principles of Catholic Social Teaching to current issues • About ways in which they can spread God's love in their community • Learn about the process of getting a job and consider factors that influence job choices

	• How self-confidence arises from being loved by God (not status, etc) • How human beings are different to other animals • The unique growth and development of humans, and the changes that girls and boys will experience during puberty • The need to respect their bodies as a gift from God to be looked after well, and treated appropriately • The need for modesty and appropriate boundaries • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment • That images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media • A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides	mean and how to challenge them • About protected characteristics from the Equality Act 2010 such as race, age and disability • That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect • Recognise the difference between being assertive and being controlling in relationships, and between being kind and ignoring your own needs • Communicate needs and feelings clearly and respectfully, including saying "no" or disagreeing when needed • Understand what healthy boundaries are and why it is important to respect your own boundaries and other people's • Notice when a friendship feels unhappy, uncomfortable or unfair, including online, and know when to ask for help • Manage difficult feelings, such as frustration or disappointment, and consider the scale of their reaction	• Understand how stereotyping can affect work aspirations and learn to challenge such attitudes • Consider jobs in different sectors, learning pathways to work and their own job aspirations • There are a wide variety of payment options. • The importance of budgeting and tracking spending and saving • About the hierarchy of needs and other influences on spending choices • Some people have more money than others • God asks us to be good stewards of our money and resources
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	for action • That some behaviour is wrong, unacceptable, unhealthy or risky • That emotions change as they grow up (including hormonal effects) • That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being • The difference between harmful and harmless videos and images • The impact that harmful videos and images can have on young minds Ways to combat and deal with viewing harmful videos and images • How a baby grows and develops in its mother's womb • That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us • About the nature and role of menstruation in the fertility	• About discrimination / bullying of the protected characteristics of sex and/or sexual orientation • That homophobia is being prejudiced against someone because they are attracted to someone of the same sex • What attraction is and that someone can be attracted to someone of the same or the opposite sex. • The concept of gender stereotypes and how these stereotypes make us feel. Clarity on gender identity being separate from sexual orientation will be made • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • What the term cyberbullying means and examples of it	
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	cycle, and that fertility is involved in the start of life • Some practical ways to manage the onset of menstruation • Basic scientific facts about sexual intercourse between a man and woman • The physical, emotional, moral and spiritual implications of sexual intercourse • The Christian viewpoint that sexual intercourse should be saved for marriage • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • That there are many emotions and feelings connected with change • That gratitude and positivity help build resilience • Coping strategies to manage changes • That God is always with them	• What cyberbullying feels like for the victim • How to get help if they experience cyberbullying • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • That abuse violates the rights of children • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body • How to make good choices about substances that would have an impact on their health • That our bodies are created by God, so we should take care of them and be careful about what we consume • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given	
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