

# St Catherine's Catholic Primary School



## PSHCE/ RSE Policy

Policy Approved by:	The Full Governing Body
Date of Approval:	September 2025
Date of next Review:	September 2027

### St Catherine's School Motto

'I have come so that they may have life, and have it to the full.'

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For the purpose of this document Personal, Social, Health and Citizenship Education will be referred to as PSHCE and Relationship and Sex Education will be referred to as RSE.

### **School Mission Statement**

St John XXIII Catholic Primary School follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus and our school's Mission Statement:

**'I have come that they may have life and have it to the full' *John 10:10***

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Consultation that has taken place

- questionnaires to parents / carers, any meetings etc.
- review of RSE curriculum content with staff
- consultation with school governors

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2021. This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.

The next review date is Autumn 2027.

### **Dissemination**

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's website.

### **Defining PSHRE**

### **Defining RSE**

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

## **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 PSHRE 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. PSHRE, 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 PSHCE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It will also be delivered in conjunction with teaching the Religious Education programme and as part of the statutory element of the Science National Curriculum.

All PSHRE 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.

PSHRE will be taught in accordance with the principles set down in other relevant school’s policies such as Equal Opportunities and Inclusion. The school will use the Ten:Ten Resource ‘Life to the Full’ to deliver the PSHCE and the RSE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

## **Aim of RSE and the Mission Statement**

Our school Mission commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that PSHCE and RSE are an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all 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.

## **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;
- 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;

## **Outcomes**

### **Inclusion and Differentiated Learning**

We will ensure PSHRE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances. 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.

### **Equalities Obligations**

The governing body have 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.

## **Broad Content of PSHRE**

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. The 'Life to the Full' programme has all the aspects of the PSHCE curriculum covered within each module and session plan.

'Life to the Full' is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. It also includes sessions on basic first aid, Alcohol, Tobacco and Drug abuse. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

### **Module 1: Created and Loved by God**

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

### **Module 2: Created to Love Others**

- Religious Understanding
- Personal Relationships
- Keeping Safe

### **Module 3: Created to Live in Community**

- Religious Understanding
- Living in the Wider World

The proposed content of each module for each Key Stage can be found in the Relationship and Education Curriculum Outline Document . For the purposes of this PSHRE programme the Key Stages are

Early Years Foundation Stage (EYFS) – Nursery and Reception

Key Stage 1 – Year 1 and Year 2

Lower Key Stage 2 – Year 3 and Year 4

Upper Key Stage 2 – Year 5 and Year 6

The curriculum overview (appendix 2) shows the coverage each school year.

### **Programme/Resources**

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

### **Assessment**

Each unit of work has an assessment activity associated with it, this will enable us to track progress of learning across each unit.

The assessment activities take into account the Learning Objectives of each session, they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

### **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. Therefore, the school will

support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. 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 must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the PSHRE programme, as well as 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 PSHRE programme to meet their child's needs.

Parents have the right to withdraw their children from RSE, except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays with the Head Teacher, aspects of this will be delegated to Subject Leaders, such as RE, Science, PE, PSHRE Subject Leader.

However, all staff will be involved in developing the attitudes and values aspect of the PSHRE 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.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of PSHCE/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. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

Health professionals should follow the school's policies on Safeguarding in relation to disclosures and inappropriate questions from the children. They will ensure that all teaching is rooted in Catholic principles and practice.

The teaching of PSHCE and RSE may also be supported by external visitors, such as the school nurse, The Life Education Bus and also workshops such as Anti Bullying and Road Safety. (See Appendix 1)

### **Other Roles and Responsibilities regarding RSE**

#### **Governors**

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

#### **Head teacher**

The Head teacher 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.

#### **PSHRE Subject Leader**

The Subject Leader with the head teacher 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 PSHRE and the provision of in-service training.

#### **All Staff**

PSHRE 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 PSHRE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching PSHCE/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.

#### **Relationships 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, Anti-Bullying policy, 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. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

### **Children's Questions**

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

### **Controversial or Sensitive issues**

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

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

### **Supporting Children and Young People who are at Risk**

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

### **Confidentiality and Advice**

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

All lessons, especially those in the PSHRE 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 should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

### **Monitoring and Evaluation**

The PSHRE Subject Leader will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, 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 1**

Types of External Visitors and Workshops that the children experience to support the teaching and learning of PSHCE and RSE

Community Police

Road Safety Workshops

Bikeability

Life Education Bus

Anti Bullying Workshops

Career Day – guest speakers, CV writing and budgets

School Council

Circle Time

Assemblies

Acts of Worship

Christian Meditation

ELSAs

Play Therapy

Worry Boxes/Question Boxes

School Mission

Behaviour Policy

## Appendix 2 – Long Term Curriculum Map (Nursery – Year 6)

We teach PSHE in EYFS as an integral part of topic work. The EYFS framework, organised across 7 areas of learning, and the Early Learning Goals (ELG) are used to underpin the curriculum planning.

### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Nursery	Reception
<p><b>EYFS Module One:</b> Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p> <p><b>Unit 1</b> – Religious Understanding introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</p> <p><b>In Unit 2</b> – Me, My Body, My Health, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.</p> <p>Over the three sessions of <b>Unit 3</b> – Emotional Well-Being, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p>	

Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in **Unit 4 – Life Cycles** children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God’s plan for our lives and that we are loved by Him at every life stage.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	<p><b>Created and Loved by God</b></p> <p><b>Religious Understanding</b> – Handmade With Love</p>	<p><b>Created to Love Others</b></p> <p><b>Religious Understanding</b> : Role Model</p> <p><b>Personal Relationships:</b> Who’s Who</p> <p><b>Personal Relationships:</b> You’ve Got A Friend In Me</p>	<p><b>Created to Love Others</b></p> <p><b>Personal Relationships</b> : Forever Friends</p> <p><b>Life Online:</b> What is the internet</p> <p><b>Life Online:</b> Playing Online</p>	<p><b>Created to Love Others</b></p> <p><b>Life Online:</b> Safe Inside and Out</p> <p><b>Keeping Safe:</b> My Body, My Rules</p>	<p><b>Created to Love Others</b></p> <p><b>Keeping Safe:</b> Feeling Poorly</p> <p><b>Keeping Safe:</b> People Who Help Us</p>	<p><b>Created to Live in Community</b></p> <p><b>Religious Understanding</b> : God is Love</p> <p><b>Religious Understanding</b> : Loving God, Loving Others</p> <p><b>Living in the Wider World:</b> Me, You, Us</p>
<b>Reception</b>	<p><b>Created and Loved by God</b></p> <p><b>Religious Understanding</b> – Handmade With Love</p> <p><b>Me, My Body, My Health:</b> I am Me</p> <p><b>Me, My Body, My Health:</b> Heads, Shoulders, Knees and Toes</p>	<p><b>Created and Loved by God</b></p> <p><b>Me, My Body, My Health:</b> Ready Teddy?</p> <p><b>Emotional Well Being:</b> I Like, We Like, We All Like!</p>	<p><b>Created and Loved by God</b></p> <p><b>Emotional Well Being:</b> All the feelings</p> <p><b>Emotional Well Being:</b> Let’s Get Real</p>	<p><b>Created and Loved by God</b></p> <p><b>Life Cycles:</b> Growing Up</p> <p><b>Life Cycles:</b> New People, New Places</p>	<p><b>Created to Live in Community</b></p> <p><b>Religious Understanding</b> : God is Love</p> <p><b>Religious Understanding</b> : Loving God, Loving Others</p> <p><b>Living in the Wider World:</b> Me, You, Us</p>	<p><b>Created to Live in Community</b></p> <p><b>Living in the Wider World:</b> When I Grow Up...</p> <p><b>Living in the Wider World</b> Money doesn’t grow on trees</p>

**KS1 Module One:** Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

**Unit 1** – Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.

Building on this knowledge, **Unit 2 – Me, My Body, My Health** encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

**Over the three sessions of Unit 3 – Emotional Well-Being**, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people’s feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.

**Unit 4 – Life Cycles** returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><i>Created and Loved by God/ Created to Love Others</i></p> <p><b>Religious Understanding</b> – Let The Children Come To Me</p> <p><b>Religious Understanding</b> – God loves You</p>	<p><i>Created to Love Others</i></p> <p><b>Personal Relationships:</b> Special People</p> <p><b>Personal Relationships:</b> Treats Others Well...</p> <p><b>Personal Relationships:</b> ...And Say Sorry</p>	<p><i>Created to Love Others</i></p> <p><b>Keeping Safe:</b> Good and Bad Secrets</p> <p><b>Keeping Safe:</b> Physical Contact</p>	<p><i>Created to Love Others</i></p> <p><b>Keeping Safe:</b> Harmful Substances</p> <p><b>Keeping Safe:</b> Can you help me? (Part I)</p> <p><b>Keeping Safe:</b> Can you help me? (Part II)</p>	<p><i>Created to Live in Community</i></p> <p><b>Religious Understanding:</b> Three in One</p>	<p><i>Created to Live in Community</i></p> <p><b>Living in the Wider World:</b> The Communities we live in</p> <p><b>Living in the Wider World:</b> Who will I Be?</p>
<b>Year 2</b>	<p><i>Created and Loved by God</i></p> <p><b>Religious Understanding</b> – Let the Children Come To Me</p> <p><b>Me, My Body, My Health:</b></p>	<p><i>Created and Loved by God</i></p> <p><b>Me, My Body, My Health:</b> Clean and Healthy (My Body)</p> <p><b>Emotional Well Being:</b></p>	<p><i>Created and Loved by God</i></p> <p><b>Emotional Well Being:</b> Super Susie Gets Angry</p>	<p><i>Created to Love Others/ Created and Loved by God</i></p> <p><b>Life Cycles:</b> Beginnings and Endings</p> <p><b>Life Online</b></p>	<p><i>Created to Live in Community</i></p> <p><b>Religious Understanding:</b> Three in One</p> <p><b>Religious Understanding:</b> Who is my Neighbour</p>	<p><i>Created to Live in Community</i></p> <p><b>Living in the Wider World:</b> The Communities we live in</p>

	I am Unique  <b>Me, My Body, My Health:</b> Girls and Boys	Feelings, Likes and Dislikes  <b>Emotional Well Being:</b> Feeling Inside Out	<b>Life Cycles:</b> The Cycle of Life  <b>Life Cycles:</b> Change is All Around	Real Life Online  <b>Life Online</b> Rules to Help Us		<b>Living in the Wider World:</b> Needs and Wants
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**LKS2 Module One:** Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

**Unit 1 – Religious Understanding** explores the Gospel story Jairus’ daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

**In Unit 2 – Me, My Body, My Health**, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation.

**Unit 3 – Emotional Well-Being** helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a ‘fake reality’ and God’s love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

Returning to the story of Jairus’ daughter from **Unit 1, Unit 4 – Life Cycles** explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. Sexual intercourse is not discussed in this session.

Lower KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<i>Created and Loved by God</i>  <b>Religious Understanding –</b> Get Up!  <b>Religious Understanding –</b> The Sacraments	<i>Created to Love Others</i>  <b>Religious Understanding:</b> Jesus, My Friend  <b>Personal Relationships:</b> Family, Friends and Others	<i>Created to Love Others</i>  <b>Personal Relationships:</b> When Things Feel Bad  <b>Keeping Safe:</b> Sharing Online  <b>Keeping Safe:</b> Chatting Online  <b>Personal Relationships:</b> First Aid Heroes	<i>Created to Love Others</i>  <b>Keeping Safe:</b> Safe in my Body  <b>Keeping Safe:</b> Alcohol, Drugs and Tobacco  <b>Keeping Safe:</b> First Aid Heroes	<i>Created to Love Others/ Created to Live in Community</i>  <b>Keeping Safe:</b> Rights and Responsibilities  <b>Religious Understanding:</b> A Community of Love	<i>Created to Live in Community</i>  <b>Religious Understanding:</b> What is the Church?  <b>Living in the Wider World:</b> How Do I Love Others?  <b>Living in the Wider World:</b> Working Together

<b>Year 4</b>	<i>Created and Loved by God</i>	<i>Created and Loved by God</i>	<i>Created and Loved by God</i>	<i>Created and Loved by God</i>	<i>Created to Live in Community</i>	<i>Created to Live in Community</i>
	<b>Religious Understanding –</b> Get Up!  <b>Me, My Body, My Health:</b> We Don't Have to Be the Same	<b>Me, My Body, My Health:</b> Respecting Our Bodies  <b>Me, My Body, My Health:</b> What Is Puberty?  <b>Me, My Body, My Health:</b> Changing Bodies	<b>Emotional Well Being:</b> What Am I Feeling?  <b>Emotional Well Being:</b> What Am I Looking At?  <b>Emotional Well Being:</b> I Am Thankful	<b>Life Cycles:</b> Life Cycles  <b>Life Cycles:</b> A time for everything  <b>Life Cycles:</b> Big changes, Little Changes	<b>Religious Understanding:</b> A Community of Love  <b>Religious Understanding:</b> What is the Church?	<b>Living in the Wider World:</b> How Do I Love Others?  <b>Living in The Wider World</b> Money Matters
	<p><b>UKS2 Module One:</b> Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p> <p><b>Unit 1 – Religious Understanding</b> explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1: Created and Loved By God.</p> <p>Teaching across the rest of the Units in this Module is based on our own TV drama series, Paradise Street. Please read ‘How to Lead Paradise Street sessions’ before leading these.</p> <p>In <b>Unit 2 – Me, My Body, My Health</b>, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are also mentioned here, but not named and identified. You might like to revisit the LKS2 1.2.3 Appendix 2 Parts of the Body worksheet as an extension activity.</p> <p>Continuing through the Paradise Street series, Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.</p> <p>In <b>Unit 4 – Life Cycles</b>, children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth. An optional session talks about sexual intercourse within the context of marriage being God’s plan for the place of sex within a relationship</p>					
<b>Upper KS2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 5</b>	<i>Created and Loved by God</i>	<i>Created to Love Others</i>	<i>Created to Love Others</i>	<i>Created to Love Others</i>	<i>Created to Live in Community</i>	Created to Live in Community

	<p><b>Religious Understanding –</b> Calming The Storm</p> <p><b>Religious Understanding:</b> Is God Calling You?</p>	<p><b>Personal Relationships:</b> Under Pressure</p> <p><b>Personal Relationships:</b> Do You Want a Piece of Cake?</p> <p><b>Personal Relationships:</b> Self-Talk</p>	<p><b>Life online:</b> Sharing Isn't Always Caring</p> <p><b>Life online:</b> Cyberbullying</p> <p><b>Keeping Safe:</b> Types of abuse</p>	<p><b>Keeping Safe:</b> Impacted Lifestyles</p> <p><b>Keeping Safe:</b> Making Good Choices</p> <p><b>Keeping Safe:</b> Giving Assistance</p>	<p><b>Religious Understanding:</b> the Trinity</p> <p><b>Religious Understanding:</b> Catholic Social Teaching</p>	<p><b>Living in the Wider World:</b> Reaching Out</p> <p><b>Living in the Wider World:</b> The World of Work</p>
<b>Year 6</b>	<p><i>Created and Loved by God</i></p> <p><b>Religious Understanding –</b> Calming The Storm</p> <p><b>Me, My Body, My Health:</b> Gifts and Talents</p> <p><b>Me, My Body, My Health:</b> Girls Bodies</p>	<p><i>Created and Loved by God</i></p> <p><b>Me, My Body, My Health:</b> Boys Bodies</p> <p><b>Me, My Body, My Health:</b> Spots and Sleep #</p> <p><b>Emotional Wellbeing:</b> Body Image</p>	<p><i>Created and Loved by God</i></p> <p><b>Emotional Wellbeing:</b> Peculiar Feelings</p> <p><b>Emotional Wellbeing:</b> Emotional Changes</p> <p><b>Emotional Well Being:</b> Seeing Stuff Online</p>	<p><i>Created and Loved by God</i></p> <p><b>Life Cycles:</b> Making Babies (Part 1 and 2)</p> <p><b>Life Cycles:</b> Menstruation</p> <p><b>Life Cycles:</b> Hope beyond Death</p>	<p><i>Created and Loved by God / Created to Love Others</i></p> <p><b>Life Cycles:</b> Coping with Change</p> <p><b>Personal Relationships:</b> Building Others Up</p>	<p><i>Created to Live in Community</i></p> <p><b>Religious Understanding:</b> The Holy Trinity</p> <p><b>Religious Understanding:</b> Catholic Social Teaching</p> <p><b>Living in the Wider World:</b> Reaching Out</p> <p><b>Living in the Wider World:</b> Money And Me</p>

Other Key Focus Days covered during PHSRE lessons and embedded throughout our inclusive curriculum

**Autumn 1:** World Mental Health Day 10<sup>th</sup> October, Black History Month - October

**Autumn 2:** Anti Bullying Week 10<sup>th</sup> – 14<sup>th</sup> November

**Spring 1:** Internet Safety Day 10<sup>th</sup> February

**Spring 2:** Neurodiversity Celebration Week: March 17<sup>th</sup> – 23<sup>rd</sup>

**Summer 1:** World Fair Trade Day

**Summer 2:** Gypsy, Roma and Traveller History Month