



RELATIONSHIP HEALTH & SEX EDUCATION

2026

Our Mission Statement

Our Lady of Grace RC Primary School recognises that each member of our community is unique and made in the image and likeness of God. Our School will encourage each member:

Through **WORK**, to develop his or her potential

Through **WORSHIP**, to learn to know and love God and His world

Through **WITNESS**, to proclaim to all the peace, joy and glory of God

As Catholics we live our faith through all aspects of our lives. Our Mission Statement underpins our thinking when implementing this procedure

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.



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

CONSULTATION WITH STAKEHOLDERS WITHIN THE SCHOOL

- Consultation with parents (January 2026)
- Review of RHSE curriculum content with staff (December 2025)
- Involvement with outside agencies (Ongoing)
- Consultation with school governors (December 2025)

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with parents in the Spring Term 2026.

This policy will be reviewed every 2 years by the Head teacher, SLT, RE and PSHE leads and the Governing Body and staff. The next review date is March 2029. Any changes in government guidance and the teaching of RHSE would lead to an earlier review.

DISSEMINATION

This 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 RHSE curriculum can be found in the appendices of this policy (Appendix 1.)

DEFINING RELATIONSHIP AND SEX EDUCATION (RHSE)

The DFE guidance defines RHSE 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 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. 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. Therefore, our approach to RHSE 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. RHSE, therefore, will be placed firmly within the context of relationships, 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, RHSE 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.

All RHSE 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.

VALUE AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships 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.

AIM OF RHSE AND THE MISSION STATEMENT

Our school's Mission commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHSE is an integral part of this education. Furthermore, we aim, through high quality teaching and a carefully structured curriculum, to provide a rich range of learning experiences that allow skills and knowledge to flourish, take flight and live long in the memory, equipping the children for life in the wider world. In partnership with parents, we provide children with an education that 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 life;
- 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;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of family;

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 love;
- the Church's teaching on marriage and the importance of 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

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RHSE is sensitive to the different needs of individual pupils. For example, 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 behaviors (including cyber- bullying), use of prejudice-based language and how to respond and ask for help.

INTEGRATION AND BALANCE

Our well-being focuses on exploring our individual relationship and special journey with God. This encompasses how we love and care for one another and how we also live and love in our local community and the wider world. We celebrate love for ourselves and each other, and of the national, regional, religious and ethnic identities in the UK and wider world.

SENSITIVE ISSUES

There will always be sensitive issues in the field of RHSE. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHSE 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.

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.

PARENT AND CARERS

We recognise that parents and carers 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. They will be informed by letter when more sensitive aspects of RHSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. These sensitive aspects are highlighted yellow in Appendix 1.

Parents have the right to withdraw their child from RHSE, except 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 Headteacher.



CONTENTS OF RHSE

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Our Lady of Grace will follow the Ten:Ten *Life to the Full* Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools, which embraces and fulfils the statutory curriculum. Delivered through a spiral approach to learning, children will revisit key topics at an age-appropriate level throughout their school journey. The programme covers personal health, physical and emotional wellbeing, strong emotions, private body parts, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, the concept of the Common Good, and living in the wider world. Rooted in a religious understanding that our deepest identity is as children of God—created, chosen, and loved by Him—the programme is fully inclusive of all children and their families.

The PSHE Programme will be an integral part of the learning process and it will:

- Provide information and experiences which are easy to understand, relevant and appropriate to the age of the children.
- Ensure that opportunities are provided for children to develop communication and social skills.

The main resources/opportunities are:

- Ten:Ten - Life to the Full
- Guidance from the CES and the DfE
- Religious Education scheme of work
- National Curriculum
- Links with external agencies (NSPCC, School Nurse, SEND Team, Ed Psych)
- Wellbeing and Pastoral Support Reviews

Teacher assessments are completed using the school's assessment system, with any identified areas of concern promptly addressed through targeted support.

ROLES AND RESPONSIBILITIES FOR THE RHSE CURRICULUM

The school will decide which members of staff will deliver the content of the RHSE curriculum. In most cases, this will be the class teacher. Where more sensitive topics are studied, the school may choose specific teachers to lead sessions, and if deemed appropriate, separate boys and girls within the classroom. However, all staff will be involved in developing the attitudes and values aspect of the RHSE 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.

Governors:

- Consult with parents and teachers to draw up the RHSE policy;
- 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 RHSE 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.

PSHE/RHSE/RE coordinator:

The coordinator 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 RHSE and the provision of in-service training.

All Staff:

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

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RHSE 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:

- Behaviour & Anti-Bullying Policy
- Safeguarding Policy
- SEND Policy
- Religious Education Policy
- Prayer & Liturgy Policy
- Teaching methods will be adapted to meet the varying needs of children, where appropriate.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RHSE 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.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children need to feel safe and secure in the environment in which RHSE takes place. Effective RHSE 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.

CONFIDENTIALITY AND ADVICE

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

All lessons, especially those in the RHSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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 and carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties. 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 PSHE/RHSE coordinator will monitor and evaluate the provision and the current scheme of work at regular intervals. The results of the evaluation will be reviewed and any requirement to amend will result in consultation with the head teacher and governors. Governors remain ultimately responsible for this policy.



APPENDIX 1

TEN:TEN PROGRESSION OF SKILLS

- **Module 1: Created and Loved by God**
- **Module 2: Created to Love Others**
- **Module: 3: Created to Live in the Community**

**Modules numbers do not reflect at what point in the year they are taught*



Module 1				
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 1 <i>Religious Understanding</i>	Children can express that: <ul style="list-style-type: none"> - 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 	Children can express that: <ul style="list-style-type: none"> - 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 can give thanks to God in different ways 	Children can explain that: <ul style="list-style-type: none"> - 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 	Children can explain that: <ul style="list-style-type: none"> - 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



			<p>and 'receivers' of His love</p> <ul style="list-style-type: none">- By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)- It is important to make a nightly examination of conscience	
--	--	--	---	--



	EFYS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Unit 2 <i>Me, My Body, My Health</i></p>	<p>Children can express that:</p> <ul style="list-style-type: none"> - 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 - Their 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 	<p>Children can explain:</p> <ul style="list-style-type: none"> - We are unique, with individual gifts, talents and skills - Our bodies are good - The names of the parts of our bodies - Girls and boys have been created by God to be both similar and different and together make up the richness of the human family - Our bodies are good and we need to look after them - 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 	<p>Children can explain:</p> <ul style="list-style-type: none"> - Similarities and differences between people arise as they grow and make choices, and by living and working together ('teamwork') we create a community - 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 	<p>Children can explain:</p> <ul style="list-style-type: none"> - Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community - Self-confidence arises from being loved by God (not status, etc.) - Human beings are different to other animals - About the unique growth and development of humans, and the changes that girls and boys will experience during puberty - About the need to respect their bodies as a gift from God to be looked after well, and



				<ul style="list-style-type: none">- 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, etc.- 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
--	--	--	--	--



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 3 <i>Emotional Wellbeing</i>	<p>Children can express that:</p> <ul style="list-style-type: none"> - We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc.) - It is natural for us to relate to and trust one another - A language to describe their feelings - An understanding that everyone experiences feelings, both good and bad - Simple strategies for managing feelings - Simple strategies for managing emotions and behavior - We have choices and these choices can impact how we feel and respond. - We can say sorry and forgive like Jesus 	<p>Children can explain:</p> <ul style="list-style-type: none"> - It is natural for us to relate to and trust one another - We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc.) - A 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 - Simple strategies for managing feelings and for good behavior - Choices have consequences; when we make mistakes, we are called to receive 	<p>Children can explain:</p> <ul style="list-style-type: none"> - That emotions change as they grow up (including hormonal effects) - A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action - What emotional well-being means; - Positive actions help emotional well-being (beauty, art, etc. lift the spirit) - Talking to trusted people helps emotional well-being (e.g. parents/carers/teacher/parish priest) - Images in the media do not always reflect reality and can affect how people feel about themselves 	<p>Children can explain:</p> <ul style="list-style-type: none"> - 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 for action - That some behavior is wrong, unacceptable, unhealthy or risky - That emotions change as they grow up (including hormonal effects)



		<p>forgiveness and to forgive others when they do</p> <ul style="list-style-type: none"> - Jesus died on the cross so that we would be forgiven 	<ul style="list-style-type: none"> - Some behavior is wrong, unacceptable, unhealthy and risky - Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media 	<ul style="list-style-type: none"> - About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/ carers/teachers when worried ensures healthy 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
--	--	--	--	---



	EFYS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 4 <i>Life Cycles</i>	Children can express that: <ul style="list-style-type: none"> - There are natural life stages from birth to death, and what these are - 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 change. 	Children can describe: <ul style="list-style-type: none"> - 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. 	Children can explain: <ul style="list-style-type: none"> - Understand that change is a part of life and that there are different kinds of change. - Learn about some feelings often associated with change. - Know that God is always with us as we change and grow - Learn coping strategies to support themselves and others - 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 	Children can explain: <ul style="list-style-type: none"> - How a baby grows and develops in its mother's womb - About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life - Some practical help on how to manage the onset of menstruation - 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 - How a baby grows and develops in its mother's womb including,



				<p>scientifically, the uniqueness of the moment of conception</p> <ul style="list-style-type: none">- How conception and life in the womb fits into the cycle of life- Basic scientific facts about sexual intercourse between a man and woman
--	--	--	--	---



Module 2				
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 1 <i>Religious Understanding</i>	Children can express that: <ul style="list-style-type: none"> - 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 	Children can describe that: <ul style="list-style-type: none"> - 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 	Children can explain: <ul style="list-style-type: none"> - 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 	Children can describe: <ul style="list-style-type: none"> - That God calls us to love others - Ways in which we can participate in God's call to us



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 2 <i>Personal Relationships</i>	Children are able to describe: <ul style="list-style-type: none"> - 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 of 'special people' and telling them is something is troubling them - How their behavior affects other people and that there is appropriate and inappropriate behavior - The characteristics of positive and negative relationships - Different types of teasing and that all bullying is wrong and unacceptable 	Children are able to describe: <ul style="list-style-type: none"> - 'Special people' (their parents, carers, friends, parish priest) and what makes them special - The importance of nuclear and wider family - The importance of being close to and trusting special people and telling them if something is troubling them - How their behavior affects other people, and that there is appropriate and inappropriate behavior - The characteristics of positive and negative relationships - Different types of teasing and that all bullying is wrong and unacceptable - When they have been unkind and say sorry 	Children can describe: <ul style="list-style-type: none"> - 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, relatives and family - 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' - Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying 	Children can explain: <ul style="list-style-type: none"> - That pressure comes in different forms, and what those different forms are - That there are strategies that they can adopt to resist pressure - What consent and bodily autonomy means - 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



	<ul style="list-style-type: none"> - When they have been unkind to others and say sorry - That when we are unkind, we hurt God and should say sorry - When people are being unkind to them and others and how to respond - That we should forgive like Jesus forgives 	<ul style="list-style-type: none"> - When people are being unkind to them and others and how to respond - 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 	<ul style="list-style-type: none"> - Harassment and exploitation in relationships, including physical and emotional abuse and how to respond 	
--	---	--	---	--



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 3 <i>Life Online</i>	Children can explain: <ul style="list-style-type: none"> - 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 	Children can explain: <ul style="list-style-type: none"> - 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. - To ask for adult help with anything that worries them or makes them feel unsafe 	Children can explain <ul style="list-style-type: none"> - 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 behavior are inappropriate 	Children can explain <ul style="list-style-type: none"> - 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 - What cyberbullying feels like for the victim



				- How to get help if they experience cyberbullying
--	--	--	--	--



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 4 <i>Keeping Safe</i>	Children will learn: <ul style="list-style-type: none"> - 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 medicines should only be taken when a parent or doctor gives them to us 	Children will learn: <ul style="list-style-type: none"> - 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 	Children can explain <ul style="list-style-type: none"> - What kind of physical contact is acceptable or 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 	Children can explain <ul style="list-style-type: none"> - 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.



	<ul style="list-style-type: none"> - 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 	<p>and be careful about what we consume</p> <p>About what is and isn't an emergency</p> <ul style="list-style-type: none"> - 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, basic first aid should be used instead of calling 999 - Some basic principles of First Aid 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 bodies - The recovery position can be used when a person is unconscious but breathing. - Dr ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.
--	--	---	---	--



			- Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God	
--	--	--	--	--



Module 3				
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 1 <i>Religious Understanding</i>	Children can express: <ul style="list-style-type: none"> - 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 - Some 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 	Children can explain <ul style="list-style-type: none"> - 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 	Children can describe that: <ul style="list-style-type: none"> - God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' - The human family can reflect the Holy Trinity in charity and generosity - The Church family comprises home, school and parish (which is part of the diocese) 	Children can explain: <ul style="list-style-type: none"> - That God the Father, God the Son and God the Holy Spirit make up the three persons of the 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



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Unit 2 <i>Living in the Wider World</i>	Children will learn: <ul style="list-style-type: none"> - 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. - 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 - That there are natural life stages from birth to death, and what these are - That change is a part of 	Children will learn: <ul style="list-style-type: none"> - 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 	Children can explain: <ul style="list-style-type: none"> - 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 	Children can explain <ul style="list-style-type: none"> - How to apply the principles of Catholic Social Teaching to current issues - Ways in which they can spread God's love in their community - 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. - There are a wide variety of payment options



	<p>growing up</p> <ul style="list-style-type: none"> - That their experiences of change will help their transition to Year 1 - That God is with them every step of the way as they grow and change 	<p>open to boys and girls</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
--	--	--	--	--