



ST ANNE'S RC PRIMARY AND NURSERY SCHOOL

CLARENDON ROAD AUDENSHAW MANCHESTER M34 5QA

HEADTEACHER: MRS S CLARKE

TEL: 0161 370 8698 FAX: 0161 371 1964

E-MAIL: head@st-annes-audenshaw.tameside.sch.uk

WEBSITE: www.st-annes-audenshaw.tameside.sch.uk



Relationship and Sex Education Policy 2025-2026

RSE Intent:

Relationship and Sex Education is based 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 starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and the concept of personal privacy.

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children have been taught Relationships and Health Education. This is in line with the DfE and our Catholic values. This subject is designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Implementation:

We deliver 'Life to the full' from Ten: Ten (a scheme of work in Relationships and Sex Education for Catholic Primary Schools) which embraces and fulfils the statutory curriculum. Our curriculum is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage throughout their school life. The programme includes teaching about personal

health, physical and emotional well-being, 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.

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.

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

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, and we are sensitive that some children may have a different structure of support around them; for example, looked after children or young carers.

Alongside understanding the importance of self-respect and self-worth, pupils will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Parents are invited to discuss our RSE curriculum each year and speak with staff if they have any concerns. Parents have the right to withdraw their child from the RSE curriculum and are asked to speak with Mrs Clarke in this circumstance.

RSE and PSHE Long- Term Overview:

	Autumn Term	Spring Term	Summer Term
Nursery	<p><u>Handmade with Love</u></p> <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! <p><u>Heads, Shoulders, Knees and Toes</u></p> <ul style="list-style-type: none"> *That their bodies are good and made by God 	<p><u>Role Model</u></p> <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 <p><u>Forever Friends</u></p> <ul style="list-style-type: none"> *To recognise when they have been unkind to others and say sorry. *That when we are unkind, we hurt God and should say sorry. 	<p><u>God is Love</u></p> <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 <p><u>Loving God and Loving Others</u></p> <ul style="list-style-type: none"> *What a community is, and that God calls us to live in community with one another

	<p>*The names of the parts of the body</p> <p><u>My Body My Rules</u></p> <p>*To know they are entitled to bodily privacy</p> <p>*That they can and should be open with 'special people' they trust if anything troubles them</p> <p>* That there are different people we can trust for help, especially those closest to us who care for us, including our teachers</p> <p><u>I am me</u></p> <p>* We are each unique, with individual gifts, talents and skills.</p> <p>*Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p>	<p>*To recognise when people are being unkind to them and others and how to respond.</p> <p>*That we should forgive like Jesus forgives</p> <p><u>Feeling Poorly</u></p> <p>*Medicines should only be taken when a parent or doctor gives them to us.</p> <p>* Medicines are not sweets.</p> <p>*We should always try to look after our bodies because God created them and gifted them to us.</p>	<p>* Some Scripture illustrating the importance of living in a community</p> <p>*No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><u>Me, You, Us</u></p> <p>*That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <p>* That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>* That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</p> <p>*About what harms and what improves the world in which they live</p>
Reception	<p><u>Handmade with Love</u></p> <p>*We are created individually by God as part of His creation plan</p> <p>* We are all God's children and are special</p> <p>*Our bodies were created by God and are good</p> <p>*We can give thanks to God!</p> <p><u>Who's who?</u></p> <p>*To identify special people (e.g. parents, carers, friends) and what makes them special</p> <p>* The importance of the nuclear family and of the wider family</p> <p>*The importance of being close to and trusting of 'special people' and telling them is something is troubling them</p> <p>You've Got a Friend in me</p> <p><u>People Who help us</u></p> <p>*There are lots of jobs designed to help us.</p> <p>* Paramedics help us in a medical emergency.</p> <p>* First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p> <p><u>Safe Inside and Out</u></p> <p>*About safe and unsafe situations indoors and outdoors, including online.</p> <p>* That they can ask for help from their special people</p>	<p><u>Ready Teddy</u></p> <p>*That our bodies are good and we need to look after them</p> <p>*What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p> <p><u>I like, you like, we like</u></p> <p>*That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>*That it is natural for us to relate to and trust one another</p> <p><u>Good Feelings Bad Feelings</u></p> <p>* A language to describe their feelings</p> <p>* An understanding that everyone experiences feelings, both good and bad</p> <p>* Simple strategies for managing feelings</p>	<p><u>Growing Up</u></p> <p>*That there are natural life stages from birth to death, and what these are.</p> <p><u>God is Love</u></p> <p>*That God is love: Father, Son and Holy Spirit</p> <p>* That being made in His image means being called to be loved and to love others</p> <p><u>Loving God and Loving Others</u></p> <p>*What a community is, and that God calls us to live in community with one another</p> <p>* Some Scripture illustrating the importance of living in a community</p> <p>*No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><u>Me, You, Us</u></p> <p>*That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <p>* That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>* That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</p> <p>*About what harms and what improves the world in which they live</p>

Year 1	<p><u>Environmental Education</u></p> <ul style="list-style-type: none"> *Be aware of different homes in the environment around school *Be aware of facilities within the local environment and safe places to play in and near school *Listen to the sounds in the environment that help or harm us e.g. approaching traffic * Road Safety 	<p><u>Let the Children Come</u></p> <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 <p><u>God Loves You</u></p> <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. 	<p><u>Special People</u></p> <ul style="list-style-type: none"> *To identify '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. <p><u>Treat Others well...</u></p> <ul style="list-style-type: none"> *How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; *The characteristics of positive and negative relationships; *Different types of teasing and that all bullying is wrong and unacceptable. <p><u>And Say sorry</u></p> <ul style="list-style-type: none"> *To recognise when they have been unkind and say sorry; *To recognise when people are being unkind to them and others and how to respond; *To know that when we are unkind to others, we hurt God also and should say sorry to him as well; *To know that we should forgive like Jesus forgives 	<p><u>Being Safe</u></p> <ul style="list-style-type: none"> *To understand safe and unsafe situations, including online. <p>Good secrets and Bad secrets</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p> <p>How to resist pressure when feeling unsafe</p> <p><u>Physical Contact</u></p> <p>To know that they are entitled to bodily privacy;</p> <p>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</p> <p><u>Harmful Substances</u></p> <ul style="list-style-type: none"> *Medicines are drugs, but not all drugs are good for us. * Alcohol and tobacco are harmful substances. * Our bodies are created by God, so we should take care of them and be careful about what we consume. <p><u>Can You help me</u></p> <ul style="list-style-type: none"> *They should call 999 in an emergency and ask for ambulance, police and/or fire brigade *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 	<p><u>Three in one</u></p> <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 <p><u>Who is my neighbour?</u></p> <ul style="list-style-type: none"> *To know 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. <p><u>The communities we live in</u></p> <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.); *About what harms and what improves the world in which we live. 	<p><u>Financial Capability</u></p> <ul style="list-style-type: none"> *To know that we need money to buy things and can save money for special occasions e.g. holidays, presents, charity.
--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Year 2</p>	<p><u>Environmental Education</u> *Understand that people in the community are not all the same and respect people’s differences *Learn about people who care for the environment and their roles *Be aware of things that harm the local environment *Develop a sense of pride in the school grounds and immediate area surrounding school *Use the school environment for a healthy lifestyle</p>	<p><u>Let the children come</u> *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</p>	<p><u>I am unique</u> *To learn that we are unique, with individual gifts, talents and skills.</p> <p><u>Boys and Girls</u> *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.</p> <p><u>Clean and Healthy</u> *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>	<p><u>Feelings; Likes and Dislikes</u> *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); *A language to describe our feelings</p> <p><u>Feelings Inside Out</u> *Children will have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.</p> <p><u>Super Susie Gets Angry</u> *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.</p>	<p><u>The Cycle of Life</u> *Children will know and appreciate that there are natural life stages from birth to death, and what these are</p> <p><u>Financial Capability</u> *To know we need money to buy things *To discuss large and small things we like to buy *Recognise that notes have a higher value than coins; be aware of how we can keep them safe *Discuss and understand how we can save money to buy large items e.g. pocket money, gifts, doing jobs etc</p>	<p><u>Three in One</u> *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</p> <p><u>Who is my neighbour?</u> *To know 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.</p> <p><u>The communities we live in</u> *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.); *About what harms and what improves the world in which we live.</p>
---------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Year 3</p>	<p><u>Environmental Education</u> *Respect other beliefs and cultures *Learn about the needs of the community and local environment and these needs may change over time. *Learn about local facilities and communities * Identify dangerous places in the environment and keep away from them e.g. water, electricity and railways *Identify actions which spoil the environment for others e.g. graffiti, dog fouling, noisy neighbours and litter.</p>	<p><u>Get Up</u> *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</p> <p><u>The Sacraments</u> *That in Baptism God makes us His adopted children and 'receivers' of His love *That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). * It is important to make a nightly examination of conscience.</p> <p><u>Jesus My Friend</u> *That God loves, embraces, guides, forgives and reconciles us with him and one another. *The importance of forgiveness and reconciliation in relationships, and some</p>	<p><u>Friends, Family and Others</u> *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'</p> <p><u>When things feel bad</u> *Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; *Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p>	<p><u>Sharing Online</u> *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.</p> <p><u>Chatting Online</u> *How to use technology safely; *That bad language and bad behaviour are inappropriate; *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.</p> <p><u>Safe in My Body</u> *To judge well what kind of physical contact is acceptable or unacceptable and how to respond; *That there are different people we can trust for help, especially those closest to us who care for us, including our teachers</p> <p><u>Drugs, Alcohol and Tobacco</u> *Medicines are drugs, but not all drugs are good for us. * Alcohol and tobacco are harmful substances. *Our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p><u>First Aid Heroes</u></p>	<p><u>A Community of Love</u> *God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' *The human family is to reflect the Holy Trinity in mutual charity and generosity</p> <p><u>What is the Church?</u> *The human family can reflect the Holy Trinity in charity and generosity. *The Church family comprises of home, school and parish (which is part of the diocese).</p> <p><u>How do we love others?</u> *To know that God wants His Church to love and care for others. *To devise practical ways of loving and caring for others.</p>	<p><u>Financial Capability</u> *To identify ways of keeping money safe *discuss how we get money e.g. pocket money, gifts, jobs around the home *Discuss what we do with our money; spending, saving, planning saving *Different types of savings e.g. piggy bank, post office, building society</p>
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>of Jesus' teaching on forgiveness.</p> <ul style="list-style-type: none"> *That relationships take time and effort to sustain. *We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. 		<ul style="list-style-type: none"> *In an emergency, it is important to remain calm. *Quick reactions in an emergency can save a life. *Children can help in an emergency using their First Aid knowledge. 		
Year 4	<p><u>Get Up</u></p> <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 	<p><u>Financial Capability</u></p> <ul style="list-style-type: none"> *Learn about the benefits of different types of bank accounts * Different types of savings *Advantages and disadvantages of high street banks *Advantages of safer savings accounts and adult accounts which provide cash cards 	<p><u>We don't have to be the same</u></p> <ul style="list-style-type: none"> * Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; *Self-confidence arises from being loved by God (not status, etc). <p><u>Respecting Our Bodies</u></p> <ul style="list-style-type: none"> *About the 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><u>What is Puberty?</u></p> <ul style="list-style-type: none"> *Learn what the term puberty means; *Learn when they can expect puberty to take place; *Understand that puberty is part of God's plan for our bodies. <p><u>Changing Bodies</u></p> <ul style="list-style-type: none"> *Learn correct naming of genitalia; *Learn what changes will happen to boys during puberty; 	<p><u>What am I feeling?</u></p> <ul style="list-style-type: none"> *That emotions change as they grow up (including hormonal effects); *To deepen their understanding of the range and intensity of their feelings; that 'feelings' 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 help emotional well-being <p><u>What am I Looking at?</u></p> <ul style="list-style-type: none"> * To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. <p><u>I am Thankful</u></p> <ul style="list-style-type: none"> *Some behaviour is wrong, unacceptable, unhealthy and risky; *Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. 	<p><u>Life Cycles</u></p> <ul style="list-style-type: none"> *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; <p><u>Community of Love</u></p> <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 is to reflect the Holy Trinity in mutual charity and generosity <p><u>What is the Church?</u></p> <ul style="list-style-type: none"> *The human family can reflect the Holy Trinity in charity and generosity. *The Church family comprises of home, school and parish (which is part of the diocese). 	<p><u>Environmental education</u></p> <ul style="list-style-type: none"> *Understand biodiversity within different habitats *Identify things that can damage habitats e.g. river pollution *Learn about ways to care for habitats e.g. conservation areas. *Learn that human have responsibilities to protect some habitats e.g. endangered species. *Learn about the needs of the community and local environment and these needs may change over time *Learn that citizens can make changes and how to do it

			<p>*Learn what changes will happen to girls during puberty.</p> <p><u>Boy/Girl Discussion Groups</u></p>		<p><u>How do I love others?</u></p> <p>*To know that God wants His Church to love and care for others.</p> <p>*To devise practical ways of loving and caring for others.</p>	
Year 5	<p><u>Calming the Storm</u></p> <p>*We were created individually by God who cares for us and wants us to put our faith in Him.</p> <p>*Physically becoming an adult is a natural phase of life.</p> <p>*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> <p><u>Is God calling you?</u></p> <p>*To know that God calls us to love others.</p> <p>*To know ways in which we can participate in God's call to us.</p>	<p><u>Environmental Education</u></p> <p>*Know that group decisions and needed within communities</p> <p>*Learn about community services and some are essential to care for people and help people with disabilities</p> <p>*To discuss the strengths and responsibilities of our multi-cultural varied society.</p> <p>*Understand that people for different ages and disabilities require different environments and respect their needs.</p>	<p><u>Under Pressure</u></p> <p>*Pressure comes in different forms, and what those different forms are;</p> <p>*There are strategies that they can adopt to resist pressure.</p> <p><u>Do you want a piece of cake?</u></p> <p>*Understand what consent and bodily autonomy means;</p> <p>*Discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p><u>Self Talk</u></p> <p>*Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</p> <p>*Apply this approach to personal friendships and relationships</p>	<p><u>Sharing isn't always caring</u></p> <p>*To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>*How to use technology safely.</p> <p>*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.</p> <p>*How to report and get help if they encounter inappropriate materials or messages</p> <p><u>Cyberbullying</u></p> <p>*What the term cyberbullying means and examples of it;</p> <p>*What cyberbullying feels like for the victim;</p> <p>*How to get help if they experience cyberbullying.</p> <p><u>Types of Abuse</u></p> <p>*To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>*That there are different people we can trust for help, especially those closest to us who care for us, including parents and teachers</p> <p><u>Impacted Lifestyles</u></p> <p>*Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p>	<p><u>Giving Assistance</u></p> <ul style="list-style-type: none"> 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 <p><u>The Trinity</u></p> <p>*To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity.</p> <p>*To know that the Holy Spirit works through us to bring God's love and goodness to others.</p> <p><u>Catholic Social Teaching</u></p> <p>*The principles of Catholic Social Teaching.</p> <p>*That God formed them out of love, to know and share His love with others.</p> <p><u>Reaching Out</u></p> <p>*Learn to apply the principles of Catholic Social Teaching to current issues.</p> <p>*Find ways in which they can spread God's love in their community.</p>	<p><u>Financial Capability</u></p> <p>*Recognise needs and wants can be met through savings</p> <p>* Make a long term realistic plan to save money for a specific purpose e.g. a computer game</p>

				<p>*Learn how to make good choices about substances that will have a positive impact on their health.</p> <p>* Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p><u>Making Good Choices</u></p> <p>*Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>* Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</p>		
Year 6	<p><u>Calming the Storm</u></p> <p>*We were created individually by God who cares for us and wants us to put our faith in Him.</p> <p>*Physically becoming an adult is a natural phase of life.</p> <p>*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>	<p><u>Gifts and Talents</u></p> <p>*Similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community;</p> <p>*Self-confidence arises from being loved by God (not status, etc).</p> <p><u>Girls Bodies</u></p> <p>*That human beings are different to other animals;</p> <p>*About the unique growth and development of humans, and the changes that girls will experience during puberty;</p> <p>*About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;</p>	<p><u>Body Image</u></p> <p>*To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>*That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p><u>Funny Feelings</u></p> <p>*To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.</p> <p>*That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p><u>Emotional Changes</u></p> <p>*To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.</p>	<p><u>Environmental Education</u></p> <p>*To learn that supplying energy for the world can have an adverse effect on the environment</p> <p>* Learn that humans have responsibility for sharing the world’s resources, education and sustainability.</p>	<p><u>Making Babies</u></p> <p>*How a baby grows and develops in its mother’s womb.</p> <p>*Basic scientific facts about sexual intercourse between a man and woman;</p> <p>*The physical, emotional, moral and spiritual implications of sexual intercourse;</p> <p>*The Christian viewpoint that sexual intercourse should be saved for marriage</p> <p><u>Menstruation</u></p> <p>*About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</p> <p>*Some practical help on how to manage the onset of menstruation</p>	<p><u>Financial Capability</u></p> <p>*Recognise needs and wants can be met through savings</p> <p>*Help and cost a mini enterprise</p> <p>*Discuss importance of ensuring spending doesn’t exceed savings-dangers linked to credit cards</p>

		<p>*The need for modesty and appropriate boundaries.</p> <p><u>Boys Bodies</u> *That human beings are different in kind to other animals; *About the unique growth and development of humans, and the changes that boys will experience during puberty; *About 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.</p> <p><u>Spots and Sleep</u> *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</p>	<p>*That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p><u>Seeing Stuff Online</u> *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</p>			
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Impact:

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their

way through these, now and in the future. Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.