

RELATIONSHIP AND SEX EDUCATION POLICY

Our Lady of the Visitation Catholic Primary School



Approved by: Governing Body

Date: April 2020

**Last reviewed
on:** Spring 2021

**Next review
due by:** Spring 2023

"We Learn, Love and Grow Through Christ"

***"Through our love of God
We respect and value every person."***



1. Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

Definition:

The following policy refers to Relationships Education at Our Lady of the Visitation Catholic Primary School.

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty.

Sex Education is covered in Relationships Education as well as the National Science Curriculum (see appendix 1). Sex education is defined in this policy as the scientific process of how a baby is conceived and born. The dignity of the human body and the self is central to our teaching of Relationships education.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

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 Relationship and Sex Education (RSE) therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values. This will include using images and examples from a range of different families that exist within our community and society at large and dealing sensitively with all differences.

Relationships Education and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Moral and Values Framework:

The Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The Relationships Education Policy will be complimentary with the Religious Education Policy of our school and also complimentary of the safeguarding policy.

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

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE

guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents can withdraw from sex education lessons (see section 8).

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Our Lady of the Visitation Catholic Primary School, we teach Relationships Education as set out in this policy. Please see link to what children should know by the end of primary school as set out by the government. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary#by-the-end-of-primary>

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – a member of school staff/members of the Relationships Education working party looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were consulted via an online RSE staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RSE. Staff were also consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
3. **Parent consultation** Parents were consulted via an online RSE parents survey. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RSE in Our lady of the Visitation Catholic Primary school. Parents were also consulted via a parent working party. Parents were given the opportunity to look through the policy and offer comments/suggestions.

4. **Pupil consultation** – We consulted with pupil via the 2019 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school. A pupil focus group was also held so that pupils could feed into the content of the policy.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified. The policy was then ratified by the governing body.

This policy will be reviewed every two years. This policy will be next reviewed in 2022.

4. Aim and objectives

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavor 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.

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people
- Respect for the dignity of every human being – in their own person and in the person of others;
- Celebrating the gift of life-long, self-giving love;
- Recognising the importance of marriage and family life;
- Fidelity in relationships.

To develop the following personal and social skills:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;

- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

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

5. Equal Opportunities

Our Lady of the Visitation Catholic Primary School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

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

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

6. Delivery of RSE: Content, delivery and training

Content:

Three aspects of Relationships Education - 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 education curriculum.

Relationships Education is taught through our life-style in school and through the subjects of Religious Education, PSHE, Science and by way of a cross-curricular, integrated approach.

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the Ealing PSHE scheme of work and TenTen 'Life to the Full' to deliver PSHE and Relationships Education. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (See appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

The above points are covered in an age appropriate way from EYFS to Year 6 (see appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

Sex education is covered in year 6 only (Module 1, Unit 4 Session 1, Making Babies part 1 and Session 2, Making Babies part 2) These lessons will focus on the scientific process of how a baby is conceived and born. Parents may choose to withdraw their child from session 2 if they wish.

For more information about our Relationships Education curriculum, see appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships Education in our school and appendix 3 outlines the vocabulary our school uses during these lessons.

Delivery:

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

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'.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

Ms Parillon and Ms Wright (PSHE Leads) along with Miss Coll (Headteacher) are the members of staff who monitor the implementation of Relationships Education, this monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

Relationships Education is assessed and evaluated by using the Statutory Guidance (appendix 1) and TenTen 'Life to the Full' scheme of work (appendix 2).

Balanced curriculum

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

Training:

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

7. Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education'- statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Partnership with Parents

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 will be informed about the Relationships Education during the Summer term, as part of information provided on what their children will be learning.

The school will share resource with parents through:

- The school website
- Newsletter
- Letters
- TenTen parent Portal (links to specific lessons will be sent prior to the teaching of that lesson so that parents/carers can support their children at home)

The school encourages parents to discuss Relationships Education with the headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 1)

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education (see appendix 2). Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

9. Roles and responsibilities

The governing board

The governing board will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All teaching staff, including cover teachers, will deliver Relationships Education lessons where appropriate.

Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

Signatures:

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Headteacher

.....

Governor

.....

PSHE coordinator

APPENDIX 1: Curriculum coverage – science, relationships education and health education (statutory expectations)

Relationships Education	Sex Education	Science	Health education
<p>Families and people who care for me</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for 	<ul style="list-style-type: none"> questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Sexual reproduction in humans Reproductive cycle in humans 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults <p>Key Stage 2:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age recognise that living things produce offspring of the same kind, but 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

<p>children's security as they grow up.</p> <ul style="list-style-type: none"> ○ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ○ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 		<p>normally offspring vary and are not identical to their parents</p>	<ul style="list-style-type: none"> ○ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ○ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Caring friendships</p> <ul style="list-style-type: none"> ○ how important friendships are in making us feel happy and secure, and how people choose and make friends. ○ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 			<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ that for most people the internet is an integral part of life and has many benefits. ○ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ○ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ○ why social media, some computer games and online gaming, for example, are age restricted. ○ that the internet can also be a negative place where online abuse, trolling, bullying and harassment

<ul style="list-style-type: none"> ○ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ○ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 			<p>can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> ○ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ○ where and how to report concerns and get support with issues online.
<p>Respectful relationships</p> <ul style="list-style-type: none"> ○ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ the conventions of courtesy and manners. 			<p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ the characteristics and mental and physical benefits of an active lifestyle. ○ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ○ the risks associated with an inactive lifestyle (including obesity). ○ how and when to seek support including which adults to speak to in school if they are worried about their health.

<ul style="list-style-type: none"> ○ the importance of self-respect and how this links to their own happiness. ○ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ○ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ○ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ○ the importance of permission-seeking and giving in relationships with friends, peers and adults. 			
Online relationships <ul style="list-style-type: none"> ○ that people sometimes behave differently online, including by pretending to be someone they are not. 			Healthy eating <ul style="list-style-type: none"> ○ what constitutes a healthy diet (including understanding calories and other nutritional content). ○ the principles of planning and preparing a range of healthy meals.

<ul style="list-style-type: none"> ○ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ○ how information and data is shared and used online. 			<ul style="list-style-type: none"> ○ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Being safe</p> <ul style="list-style-type: none"> ○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 			<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<ul style="list-style-type: none"> ○ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. ○ how to ask for advice or help for themselves or others, and to keep trying until they are heard. ○ how to report concerns or abuse, and the vocabulary and confidence needed to do so. ○ where to get advice e.g. family, school and/or other sources. 			
			<ul style="list-style-type: none"> ○ Health and prevention ○ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ○ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ○ the importance of sufficient good quality sleep for good health and that

			<p>a lack of sleep can affect weight, mood and ability to learn.</p> <ul style="list-style-type: none"> ○ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ○ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to allergies, immunisation and vaccination.
			<p>Basic first aid</p> <ul style="list-style-type: none"> ○ how to make a clear and efficient call to emergency services if necessary. ○ concepts of basic first-aid, for example dealing with common injuries, including head injuries.
			<p>Changing adolescent body</p> <ul style="list-style-type: none"> ○ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ○ about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Life To The Full (This covers the content that will be taught in the Summer Term)

Nursery

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Story Sessions: Handmade with Love	<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! 	
Module 2, Unit 1	Session 1: Role Model	<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 	
Module 2, Unit 2	Session 1: Who's Who?	<ul style="list-style-type: none"> To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them if something is troubling them 	
	Session 2: You've Got a Friend in Me	<p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</p> <ul style="list-style-type: none"> The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable 	
	Session 3: Forever Friends	<p>To recognise when they have been unkind to others and say sorry.</p> <ul style="list-style-type: none"> That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives. 	
Module 2, Unit 3	Session 1: Safe Inside and Out	<p>About safe and unsafe situations indoors and outdoors, including online.</p> <ul style="list-style-type: none"> That they can ask for help from their special people. 	<ul style="list-style-type: none"> Boy Girl Routine Clean Washing
	Session 2: My Body, My Rules	<p>To know they are entitled to bodily privacy</p> <ul style="list-style-type: none"> That they can and should be open with 'special people' 	

		<p>they trust if anything troubles them</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Family • Differences
	Session 3: Feeling Poorly	<p>Medicines should only be taken when a parent or doctor gives them to us.</p> <ul style="list-style-type: none"> • Medicines are not sweets. • We should always try to look after our bodies because God created them and gifted them to us. 	
	Session 4: People Who Help Us	<p>There are lots of jobs designed to help us.</p> <ul style="list-style-type: none"> • Paramedics help us in a medical emergency. • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance 	
Module 3, Unit 1	Session 1: God is Love	<p>That God is love: Father, Son and Holy Spirit</p> <ul style="list-style-type: none"> • That being made in His image means being called to be loved and to love others 	
	Session 2: Loving God, Loving Others	<p>What a community is, and that God calls us to live in community with one another</p> <ul style="list-style-type: none"> • Some Scripture illustrating the importance of living in a community • No matter how small our offerings, they are valuable to God and He can use them for His glory. 	
Module 3, Unit 2	Session 1: Me, You, Us	<p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <ul style="list-style-type: none"> • 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 	

Reception

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Story Sessions: Handmade with Love	<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 	

		<ul style="list-style-type: none"> – Our bodies were created by God and are good – We can give thanks to God! 	
Module 1, Unit 2	Session 1: I Am Me	<p>We are each unique, with individual gifts, talents and skills.</p> <ul style="list-style-type: none"> • Whilst we all have similarities because we are made in God's image, difference is part of God's plan! 	
	Session 2: Heads, Shoulders, Knees and Toes	<p>That their bodies are good and made by God</p> <ul style="list-style-type: none"> • The names of the parts of the body (not genitalia) 	
	Session 3: Ready Teddy?	<p>That our bodies are good and we need to look after them</p> <ul style="list-style-type: none"> • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene 	
Module 2, Unit 3	Session 4: People Who Help Us	<p>There are lots of jobs designed to help us.</p> <ul style="list-style-type: none"> • Paramedics help us in a medical emergency. • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance <p>This is a Nursery module that can be repeated in Reception</p>	
Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	<p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another 	<ul style="list-style-type: none"> • Boy • Girl • Routine • Clean • Washing • Family • Differences
	Session 2: Good Feelings, Bad Feelings	<p>A language to describe their feelings</p> <ul style="list-style-type: none"> • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings 	
	Session 3: Let's Get Real	<p>Simple strategies for managing emotions and behaviour</p> <ul style="list-style-type: none"> • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus 	
Module 1, Unit 4	Session 1: Growing Up	<p>That there are natural life stages from birth to death, and what these are</p>	
Module 3, Unit 1	Session 1: God is Love	<p>That God is love: Father, Son and Holy Spirit</p> <ul style="list-style-type: none"> • That being made in His image means being called to be loved and to love others 	
	Session 2: Loving God, Loving Others	<p>What a community is, and that God calls us to live in community with one another</p> <ul style="list-style-type: none"> • Some Scripture illustrating the importance of living in a 	

		community • No matter how small our offerings, they are valuable to God and He can use them for His glory.	
Module 3, Unit 2	Session 1: Me, You, Us	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	

Year 1

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Story Sessions: Let the Children Come	<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 	
Module 2, Unit 1	Session 1: God Loves You	<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. 	
Module 2, Unit 2	Session 1: Special People	<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. 	

	Session 2: Treat Others Well...	<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. 	
	Session 3: ...And Say Sorry	<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. 	
Module 2, Unit 3	Session 1: Being Safe	<ul style="list-style-type: none"> • Children will actively participate in activities and 'Smartie the Penguin' story; • Children will answer questions to know what is and isn't safe online; • Children will know who they can go to to talk about anything they feel uncomfortable about, particularly online. 	<ul style="list-style-type: none"> • Clean • Hygiene • Routine • Washing • Boy • Girl • Penis • Vagina • Lifecycle • Family • Differences
	Session 2: Good Secrets and Bad Secrets	<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. 	
	Session 3: Physical Contact	<ul style="list-style-type: none"> • To know 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. 	
	Session 4: Harmful Substances	<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. 	
	Session 5: Can You Help Me?	<ul style="list-style-type: none"> • They should call 999 in an emergency and ask for ambulance, police and/or fire brigade 	

		<ul style="list-style-type: none"> • 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 	
Module 3, Unit 1	Session 1: Three in One	<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 	
	Session 2: Who Is My Neighbour?	<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. 	
Module 3, Unit 2	Session 1: The Communities We Live In	<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. 	

Year 2

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Story Sessions: Let the Children Come	<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 	

Module 1, Unit 2	Session 1: I am Unique	<ul style="list-style-type: none"> To learn that we are unique, with individual gifts, talents and skills. 	<ul style="list-style-type: none"> Different Similar Teats Udder Penis Vagina Testicles Nipples
	Session 2: Girls and Boys	<ul style="list-style-type: none"> Our bodies are good; The names of the parts of our bodies (including genitalia); 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. 	
	Session 3 & 4: Clean & Healthy	<ul style="list-style-type: none"> 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. 	
Module 2, Unit 3	Session 5: Can You Help Me?	<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>This is a year 1 module that can be repeated in year 2</p>	
Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	<ul style="list-style-type: none"> 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. 	
	Session 2: Feeling Inside Out	<ul style="list-style-type: none"> 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. 	
	Session 3: Super Susie Gets Angry	<ul style="list-style-type: none"> 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; 	

		<ul style="list-style-type: none"> That Jesus died on the cross so that we would be forgiven. 	
Module 1, Unit 4	Session 1: The Cycle of Life	<ul style="list-style-type: none"> Children will know and appreciate that there are natural life stages from birth to death, and what these are 	
Module 3, Unit 1	Session 1: Three in One	<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 	
	Session 2: Who Is My Neighbour?	<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. 	
Module 3, Unit 2	Session 1: The Communities We Live In	<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. 	

Year 3

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Session 1: Get Up!	<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 	

		<ul style="list-style-type: none"> Personal and communal prayer and worship are necessary ways of growing in our relationship with God 	
	Session 2: The Sacraments	<ul style="list-style-type: none"> 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. 	
Module 2, Unit 1	Story Sessions: Jesus, My Friend	<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. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. 	
Module 2, Unit 2	Session 1: Friends, Family and Others	<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'. 	
	Session 2: When Things Feel Bad	<ul style="list-style-type: none"> 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. 	
Module 2, Unit 3	Session 1: Sharing Online	<ul style="list-style-type: none"> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; 	<ul style="list-style-type: none"> Differences Vagina Womb

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Penis • Testicles • Touch • Personal space • Family
	Session 2: Chatting Online	<ul style="list-style-type: none"> • 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. 	
	Session 3: Safe in My Body	<ul style="list-style-type: none"> • 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 and parish priest. 	
	Session 4: Drugs, Alcohol and Tobacco	<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. 	
	Session 5: First Aid Heroes	<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. 	
Module 3, Unit 1	Session 1: A Community of Love	<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 	
	Session 2: What is the Church?	<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). 	
Module 3, Unit 2	Session 1: How Do I Love Others?	<ul style="list-style-type: none"> • To know that God wants His Church to love and care for others. 	

		<ul style="list-style-type: none"> To devise practical ways of loving and caring for others. 	
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Year 4

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Session 1: Get Up!	<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 	
Module 1, Unit 2	Session 1: We Don't Have To Be The Same	<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). 	<ul style="list-style-type: none"> Lifecycle Body change Puberty Penis Vagina Testicles Nipple Womb Pubic hair Breasts Sperm Egg (ovum)
	Session 2: Respecting Our Bodies	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.	
	Session 3: What is Puberty?	<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. 	
	Session 4: Changing Bodies	<ul style="list-style-type: none"> Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty. 	
	Session 5: Boy/Girl Discussion Groups	This is not a classroom session. However, depending on the response of your children and the RSE Policy in your school, it may be appropriate to have an informal meeting with children in single-sex groups to allow for any discussions or questions that may	

		have arisen through the previous sessions on puberty. This document provides some guidance on some prompt questions that you might find useful.	
Module 1, Unit 3	Session 1: What Am I Feeling?	<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 (eg parents/carer/teacher/parish priest). 	
	Session 2: What Am I Looking At?	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	
	Session 3: I Am Thankful!	<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. 	
Module 1, Unit 4	Session 1: Life Cycles	<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; 	
Module 2, Unit 3	Session 5: First Aid Heroes	<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. <p>This is a year 3 module that can be repeated in year 4</p>	

Module 3, Unit 1	Session 1: A Community of Love	<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 	
	Session 2: What is the Church?	<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). 	
Module 3, Unit 2	Session 1: How Do I Love Others?	<ul style="list-style-type: none"> To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others. 	

Year 5

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Story Sessions: Calming the Storm	<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! 	
Module 2, Unit 1	Session 1: Is God Calling You?	<ul style="list-style-type: none"> To know that God calls us to love others. To know ways in which we can participate in God's call to us. 	
Module 2, Unit 2	Session 1: Under Pressure	<ul style="list-style-type: none"> Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure. 	
	Session 2: Do You Want a Piece of Cake?	<ul style="list-style-type: none"> Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'. 	

	Session 3: Self-Talk	<ul style="list-style-type: none"> Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships. 	
Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Puberty Physical changes Emotional changes Penis Vagina Period/ menstruation Nipples Breasts Pubic hair Testicles Erections Wet dreams Egg Fallopian tube Sperm Hygiene
	Session 2: Cyberbullying	<ul style="list-style-type: none"> What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying. 	
	Session 3: Types of Abuse	<ul style="list-style-type: none"> 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 parents, teachers and priests. 	
	Session 4: Impacted Lifestyles	<ul style="list-style-type: none"> Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume. 	
	Session 5: Making Good Choices	<ul style="list-style-type: none"> Recognise how 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 	
	Session 6: Giving Assistance	<ul style="list-style-type: none"> The recovery position can be used when a person is unconscious but breathing. 	

		<ul style="list-style-type: none"> DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance. 	
Module 3, Unit 1	Session 1: The Trinity	<ul style="list-style-type: none"> To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. To know that the Holy Spirit works through us to bring God's love and goodness to others. 	
	Session 2: Catholic Social Teaching	<ul style="list-style-type: none"> The principles of Catholic Social Teaching. That God formed them out of love, to know and share His love with others. 	
Module 3, Unit 2	Session 1: Reaching Out	<ul style="list-style-type: none"> Learn to apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community. 	

Year 6

Module / Unit	Unit Title	Children will learn	Vocabulary Taught
Module 1, Unit 1	Story Sessions: Calming the Storm	<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! 	
Module 1, Unit 2	Session 1: Gifts and Talents	<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). 	
	Session 2: Girls' Bodies	<ul style="list-style-type: none"> That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; 	

		<ul style="list-style-type: none"> • The need for modesty and appropriate boundaries. 	
	Session 3: Boys' Bodies	<ul style="list-style-type: none"> • 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. 	
	Session 4: Spots and Sleep	<ul style="list-style-type: none"> • 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. 	
Module 1, Unit 3	Session 1: Body Image	<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 • That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media 	<ul style="list-style-type: none"> • Reproduction • Puberty • Uterus • Penis • Vagina • Nipples • Breasts • Testicles • Relationship • Positive and negative relationship • Friendship • Touching - sexual touching • Sexual intercourse • Sperm • Egg • Fertilized • Personal information • Keeping safe
	Session 2: Funny Feelings	<ul style="list-style-type: none"> • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. • That some behaviour is wrong, unacceptable, unhealthy or risky. 	
	Session 3: Emotional Changes	<ul style="list-style-type: none"> • 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; • 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. 	
	Session 4: Seeing Stuff Online	<ul style="list-style-type: none"> • The difference between harmful and harmless videos and images; • The impact that harmful videos and images can have on young minds; 	

		<ul style="list-style-type: none"> Ways to combat and deal with viewing harmful videos and images. 	<ul style="list-style-type: none"> Communication Menstruation Wet dream Pubic hair Erection Pregnancy
Module 1, Unit 4	Session 1: Making Babies (Part 1)	How a baby grows and develops in its mother's womb.	
	Session 2: Making Babies (Part 2) This lesson is non-statutory	<ul style="list-style-type: none"> Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage. 	
	Session 3: Menstruation	<ul style="list-style-type: none"> 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. 	
Module 2, Unit 3	Session 6: Giving Assistance	<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. This is a year 5 module that can be repeated in year 6	
Module 3, Unit 1	Session 1: The Trinity	<ul style="list-style-type: none"> To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. To know that the Holy Spirit works through us to bring God's love and goodness to others. 	
	Session 2: Catholic Social Teaching	<ul style="list-style-type: none"> The principles of Catholic Social Teaching. That God formed them out of love, to know and share His love with others. 	
Module 3, Unit 2	Session 1: Reaching Out	<ul style="list-style-type: none"> Learn to apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community. 	

Appendix 3: Vocabulary covered

Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> - Boy - Girl - Routine - Clean - Washing - Family - Differences 	<ul style="list-style-type: none"> - Clean - Hygiene - Boy - Girl - Lifecycle - Family - Differences 	<ul style="list-style-type: none"> - Different - Similar - Teats - Udder - Penis - Vagina - Testicles - Nipples 	<ul style="list-style-type: none"> - Differences - Vagina - Womb - Penis - Testicles - Touch - Personal space - Family
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> - Lifecycle - Body change - Puberty - Penis - Vagina - Testicles - Nipple - Womb - Pubic hair - Breasts - Sperm - Egg (ovum) 	<ul style="list-style-type: none"> - Puberty - Physical changes - Emotional changes - Penis - Vagina - Period/ menstruation - Nipples - Breasts - Pubic hair - Testicles - Erections - Wet dreams - Egg - Fallopian tube - Sperm - Hygiene 	<ul style="list-style-type: none"> - Reproduction - Puberty - Uterus - Penis - Vagina - Nipples - Breasts - Testicles - Relationship - Positive and negative relationship - Friendship - Touching - sexual touching - Sexual intercourse - Sperm - Egg - Fertilized - Personal information - Keeping safe - Communication - Menstruation - Wet dream - Pubic hair - Erection - Pregnancy 	

Appendix 4: Life to the Full

“Life to the Full” - Programme Overview

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community	
TOPIC	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
KEY STAGE ONE	Story Sessions: Born Out of Love (Kester's Adventures)	Session 1: I Am Unique (Me)	Session 4: Feelings, Likes and Dislikes	Session 7: The Cycle of Life	Session 8: God Loves You	Session 9: Special People	Session 12: Being Safe	Session 15: Trinity House	Session 17: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 5: Actions and Behaviour I			Session 10: Treat Others Well...	Session 13: Good Secrets & Bad Secrets	Session 16: Who Is My Neighbour?	
		Session 3: Clean & Healthy (My Health)	Session 6: Actions and Behaviours II			Session 11: ...and Say Sorry	Session 14: Physical Contact		
LOWER KEY STAGE TWO	Story Sessions: Designed for a Purpose	Session 2: Sophie and Aidan – Part One	Session 5: What Am I Feeling?	Session 8: Life Cycles	Story Sessions: Jesus, My Friend	Session 9: Friends, Family and Others	Session 12: Sharing Online	Session 15: Trinity House	Session 17: How Do I Love Others?
		Session 3: Sophie and Aidan – Part Two	Session 6: What Am I Looking At? (Media)			Session 10: When Things Feel Bad	Session 13: Chatting Online	Session 16: What is the Church?	
	Session 1: Sacraments	Session 4: TBC	Session 7: Don't Tell Me What To Do!			Session 11: When Things Change	Session 14: Physical Contact		
UPPER KEY STAGE TWO	Session 1: Jesus is a Sign	Session 4: Me	Session 7: Pressure	Session 10: Child of God	Session 12: The Gift (Marriage)	Session 13: Pressure	Session 16: Sharing Online	Session 19: Trinity House	Session 21: TBC
	Session 2: Sacraments Are a Sign	Session 5: My Body	Session 8: Behaviour	Session 11: Menstruation		Session 14: Cara's Story	Session 17: Chatting Online	Session 20: Catholic Social Teaching	
	Session 3: My Body is a Sign	Session 6: My Health	Session 9: Emotional Changes			Session 15: Self-Talk	Session 18: Physical Contact		

LIFE TO THE FULL – the scheme explained

In Life to the Full, we follow a four-stage structure which is repeated across four different learning stages:

- Early Years Foundation Stage is aimed at Preschool and Reception
- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three Modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

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

Module One: Created and Loved by God

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.

Early Years Foundation Stage – our uniqueness in real terms, including celebrating difference and individual gifts, talents and abilities, looking after and using our bodies (including vocabulary around this topic), the necessity of when and how to say sorry in relationships, a basic exploration of Jesus’s forgiveness and growing up as God’s plan for us

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, puberty and changing bodies (Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

Module Two: Created to Love Others

Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Early Years Foundation Stage – In the Unit ‘Personal Relationships’, children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. They will learn to resolve conflict and the importance of asking for forgiveness when necessary. In the Unit ‘Keeping Safe’, children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS).

Key Stage One – In the Unit ‘Personal Relationships’, children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit ‘Keeping Safe’, we explore the risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC). Children also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid and what makes a 999 emergency and what they should do if in an emergency situation.

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified CBT techniques for managing thoughts, feelings and actions. Once again, for the 'Keeping Safe' unit, we have incorporated some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories. Children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the module explores in more detail what to do in emergency situations.

Upper Key Stage Two – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Module Three: Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

