



Xavier Relationships and Sex Education (RSE) Policy



For the following schools:

Cardinal Newman Catholic Primary School

Holy Family Catholic Primary School

St Alban's Catholic Primary School

St Anne's Catholic Primary School

St Augustine's Catholic Primary School

St Charles Borromeo Catholic Primary School

St Cuthbert Mayne Catholic Primary School

St Hugh of Lincoln Catholic Primary School

St John the Baptist Secondary Catholic School

St Polycarp's Catholic Primary School

St Thomas of Canterbury Catholic Primary School

St Peter's Catholic School

Salesian Catholic Secondary School

The Marist Catholic Primary School

St Edmund's Catholic Primary School

Teach SouthEast

Title	Relationships and Sex Education Policy
Approved and adopted	Xavier Catholic Education Trust
Policy Reviewed	October 2022 - Biannually
Committee Responsible	Audit and Risk Committee
Next Review date	October 2024

Curriculum Details and Appendices added following Parent Consultation at Cardinal Newman February 2021 and then biannually reviewed with parent consultation.

Xavier Catholic Education Trust Mission Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by Gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

School Mission Statement



This policy has been written in accordance with our school Mission Statement which aims to enable every individual to develop to his or her full potential knowing that they are loved by God. We are a community of learners, believers and friends rooted in the values and teachings of the Gospel.

Consultation on this Policy

As set out in the Baptism Rite, Cardinal Newman Catholic Primary School recognise that parents/carers are the first and foremost educators of their children. Good communication and consultation with parents/carers is therefore vital as we support them in their role to develop their children's understanding of Relationships and Sex Education.

Parents/carers have been involved in developing this policy through a series of consultations and discussions over a six-month period. Materials for both lessons and reading resources have been shared with parents/carers and will be made available on request.

This policy has been developed under the guidance of the Diocese of Arundel and Brighton, in line with Catholic Education Service (CES) recommendations and in consultation with the Xavier Catholic Education Trust directors and our own school's Local Governing Committee (LGC).

In preparation for delivering this education, Cardinal Newman staff have worked together over many months to develop a shared understanding of the best way to approach Relationships and Sex Education in our context. Senior staff attended a Surrey County Council conference on RSE and have completed DfE-funded training online.

Dissemination

The policy will be given to all members of the Xavier Trust Board, Local Governing Committee, and all members of staff. Copies of the document will be available to all parents through the school's website, the Xavier Trust's website and a copy is available in the school office.

Defining Relationship and Sex Education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"¹. It is about the development of the pupil's knowledge and understanding of her or him as a human being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

In primary schools the focus should be 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."² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

In secondary schools, the curriculum is further developed and details of the Xavier secondary schools RSE curriculum policies can be found on the Xavier website <https://xaviercet.org.uk/about/central-policies-and-financial-statements/>

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science (Appendix 1). Parents are **unable** to withdraw pupils from these statutory sessions.

Through Relationships Education, we will teach pupils the knowledge they need to recognise and / or report abuse, including emotional, physical and sexual abuse. This can be delivered by focusing on boundaries and privacy, ensuring that children understand that they have a right over their own bodies. Appendix 2 sets out statutory requirements for Relationships Education in Primary Schools.

However, the reasons for our inclusion of RSE go further.

Rationale

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

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development while enabling the dangers and risks involved to be understood and appreciated.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, Page 19

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values. It will also prepare pupils for life in modern Britain.

Values and Virtues

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

Aim of Relationship and Sex Education and the Mission Statement

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 endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- 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.

³ Gravissimum Educationis 1

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;

Outcomes**Inclusion and Differentiated Learning**

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

We intend that the school's RSE shall be delivered primarily by class teachers with a cross curricular and integrated approach and embedded in the wider context of the school's PSHE, Citizenship, SEAL and RE programme ("Come and See"). Cardinal Newman School also sets out a range of planned opportunities for children to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education, RSE and Health Education must be accessible for all pupils. In line with our school Inclusion Policy, high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Equalities Obligations

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

Broad Content of RSE

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

Programme/Resources

Cardinal Newman Catholic Primary School has agreed to use the approved programmes 'A Journey in Love' and "Life to the Full" as recommended by the Diocese of Arundel & Brighton. Teaching will be whole class, mixed gender learning, with opportunities for a separate boys' and girls' forum to facilitate the needs of the individual child if necessary or requested.

Teaching will comprise the use of a range of strategies, including but not limited to:

Drama / role play

Story telling

Conscience Alley

Video and audio recordings

Opportunities to ask and answer questions

Personal reflection journals

Spoken and written feedback

Individual, paired and group work

External speakers

Children with Special Educational Needs and disabilities (SEND) will have support in varying ways depending upon their individual needs and in consultation with their parents/carers.

Appendices to this policy provide further information about the programme and resources for suggested use.

Assessment

A record of each session is kept in each teacher's planning for the delivery of RSE. The programme will be assessed, monitored and evaluated by the RSE Coordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

Parents and Carers

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

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

Parents continue to have the **right to withdraw** their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance, page 17, for further details on the right to be excused from sex education (commonly referred to as the right to withdraw)

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lies with the individual class teacher, under the guidance of the RE Lead, PSHE Lead and Senior Leadership Team.

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

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.⁴

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RSE

Directors

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other policies, eg, SEN, the ethos of the school and our Christian beliefs;
 - Ensure that parents know of their right to withdraw their children;
 - Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE

Local Governing Committees

- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

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

PSHE/RSE Co-ordinator

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

All Staff

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

⁴ CES Checklist for External Speakers to Schools, 2016

Relationship to other Policies and Curriculum Subjects

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

Pupils with additional needs will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's questions

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

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. The governors believe that children are best-educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also DFE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail).

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

Supporting children and young people who are at risk

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

Confidentiality and Advice

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

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

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

Monitoring and Evaluation

The RSE Co-ordinator alongside the Link Governor will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and/or by discussion with pupils, staff and parents.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Xavier Directors will consider all such evaluations and suggestions before amending the policy. Xavier Catholic Education Trust's Board of Directors remains ultimately responsible for the policy.

Appendix 1:

Primary Science Curriculum

Key Stage 1 (5-7)

Statutory

- 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
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and Guidance (non-statutory)

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 (7 – 11)

Statutory

- describe the changes as humans develop to old age.

Notes and Guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Statutory

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Notes and Guidance (non-statutory)

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

Appendix 2:

Statutory Primary Relationships Education

Families and people who care for me

Pupils should know

- 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 children's security as they grow up.
- 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.

Caring friendships

Pupils should know

- 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.
- 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.

Respectful relationships

Pupils should know

- 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.
- 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

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.

Being safe

Pupils should know

- 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.
- 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.

EYFS PSHE Overview

Autumn 2

Topic	Learning objectives	Useful links
Week 1: Handmade with Love	Story Sessions 2X15 We are created individually by God as part of His creation plan	Ten Ten Resources EYFS Module 1, Unit 1
Week 2: Handmade with Love	Story Sessions 2X15 We are all God's children and are special	Ten Ten Resources EYFS Module 1, Unit 1
Week 3: Handmade with Love	Story Sessions 1X15 Our bodies were created by God and are good	Ten Ten Resources EYFS Module 1, Unit 1

Spring 1

Topic	Learning objectives	Useful links
Week 1: I am Me	Session 1: We are each unique, with individual gifts, talents and skills.	Ten Ten Resources EYFS Module 1, Unit 2
Week 2: Heads, shoulders knees and toes	Session 2: That their bodies are good and made by God.	Ten Ten Resources EYFS Module 1, Unit 2
Week 3: Ready Teddy	Session 3: That our bodies are good and we need to look after them.	Ten Ten Resources EYFS Module 1, Unit 2

Spring 2

Topic	Learning objectives	Useful links
Week 1: I Like, You Like, We All Like	Session 1: That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc).	Ten Ten Resources EYFS Module 1, Unit 3
Week 2: Good Feelings, Bad Feelings	Session 2: A language to describe their feelings	Ten Ten Resources EYFS Module 1, Unit 3
Week 3: Let's Get Real	Session 3: Simple strategies for managing emotions and behaviour.	Ten Ten Resources EYFS Module 1, Unit 3

Summer 1

Topic	Learning objectives	Useful links
Week 1: : Growing Up	Session 1: That there are natural life stages from birth to death, and what these are.	Ten Ten Resources EYFS Module 1, Unit 4
Week 2: : God is Love	Session 1: That God is love: Father, Son and Holy Spirit.	Ten Ten Resources EYFS Module 3, Unit 1
Week 3: : Loving God, Loving Others	Session 2: What a community is, and that God calls us to live in community with one another.	Ten Ten Resources EYFS Module 3, Unit 1
Week 4: : Me, You, Us	Session 1: That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community.	Ten Ten Resources EYFS Module 3, Unit 2

Year 1 PSHE Overview

Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and responsibilities	To understand that a classroom has rules and reflect upon the importance of rules and how they keep me safe	Scarf: Rights and responsibilities Why we have classroom rules
Week 2: Rights and responsibilities	To know that I belong to a variety of groups and communities such as family, school, home and parish	Scarf: Me and my relationships Our special people balloons
Week 3: Rights and responsibilities	To know who cares for them, their family network and who to go to if they are worried, how to attract attention	Scarf: Keeping myself Safe Who can help?
Week 4: Rights and responsibilities	To know that people are unique in some ways and the same in other ways To identify similarities and differences between people	Scarf: Valuing difference Same or different
Week 5: Rights and responsibilities	To recognise who cares for and looks after the school environment To recognise that they share a responsibility for keeping themselves and others safe	Scarf: Rights and responsibilities Around and about our school
Week 6: Internet Safety	To know how to stay safe on the internet	

Autumn 2

Topic	Learning Objective	Useful links
Week 1: Story sessions	We are created equally by God God wants us to talk to him through the day	Ten ten resources Module 1 Unit 1
Week 2: Story sessions	We are created equally by God God wants us to talk to him through the day	Ten ten resources Module 1 Unit 1
Week 3: God loves you session 1	We are all part of God's family Saying sorry is important	Ten ten resources Module 2 Unit 1
Week 4: Money	To know where money comes from	Scarf Rights and responsibilities Harold's money
Week 5: Money	To understand the role money plays in my life	Scarf Rights and responsibilities Harold's money
Week 6: Road Safety Week	To know how act appropriately and safely on the road	

Spring 1

Topic	Learning objective	Useful links
Week 1: Special people	Session 1: To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special.	Ten ten resources Module 2 Unit 2
Week 2: Treat Others Well	Session 2: To know How their behaviour affects other people, and that there is appropriate and inappropriate behaviour.	Ten ten resources Module 2 Unit 2
Week 3: And Say Sorry	Session 3: To recognise when they have been unkind and say sorry.	Ten ten resources Module 2 Unit 2
Week 4: Money	To understand how to use money effectively- introduction to concepts of spending and saving	Scarf Rights and responsibilities How we should look after our money
Week 5: Money	To know and understand how to manage my money- how to keep it safe	Scarf Rights and responsibilities How should we look after our money
Week 6: Internet Safety	I know how to keep my information safe online	

Spring 2

Topic	Learning Objective	Useful links
Week 1: Being safe	Session 1: To understand safe and unsafe situations, including online.	Ten ten resources Module 2 Unit 3
Week 2: Good secrets and bad secrets	Session 2: The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them.	Ten ten resources Module 2 Unit 3
Week 3: Physical contact	Session 3: To know that they are entitled to bodily privacy.	Ten ten resources Module 2 Unit 3
Week 4: Physical contact	Session 3: That there are different people we can trust for help, especially those closest to us who care for us.	Ten ten resources Module 2 Unit 3
Week 5: Harmful Substances	Session 4: Medicines are drugs, but not all drugs are good for us.	Ten ten resources Module 2 Unit 3
Week 6: Can you help me?	Session 5: They should call 999 in an emergency and ask for ambulance, police and/or fire brigade	Ten ten resources Module 2 Unit 3

Summer 1

Topic	Learning objective	Useful links
Week 1: Three in One	Session 1: That God is love: Father, Son and Holy Spirit.	Ten ten resources Module 3 Unit 1
Week 2: Who is My Neighbour?	Session 2: To know what a community is, and that God calls us to live in community with one another.	Ten ten resources Module 3 Unit 1
Week 3: Healthy relationships	To explain the difference between unkindness, teasing and bullying	Scarf Valuing Difference Unkind, tease or bully?
Week 4: Healthy relationships	To listen to other people and play and work cooperatively (strategies for resolving simple arguments through negotiation)	Scarf Me and my relationships How are you listening?
Week 5: Internet Safety	To know that not all the information seen online is true	

Summer 2

Topic	Learning Objective	Useful links
Week 1: The communities we live in	Session 1: That they belong to various communities such as home, school, parish, the wider local community, nation and global community.	Ten ten resources Module 3 Unit 2
Week 2: Feeling and emotions	To recognise how my behaviour affects other people.	Scarf Me and my relationships Feelings and bodies
Week 3: Healthy relationships	To explain strategies for resisting teasing or bullying, if I experience or witness it, and whom to go to and get help	Scarf Me and my relationships Who can help?
Week 4: Healthy relationships	To understand and learn the PANTS rules	Scarf Me and my relationships Good and bad touches
Week 5: Healthy relationships	To explain the difference between appropriate and inappropriate touch	Scarf Me and my relationships Good and bad touches
Week 6: Healthy lifestyles	To explore change and loss and the associated (moving home, losing toys, pets or friends)	Scarf Me and my relationships Our feelings

Year 2 PSHE Overview

Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and responsibilities	To describe what makes an ideal classroom	Scarf Me and my Relationships Our Ideal Classroom
Week 2: Rights and responsibilities	To know I am responsible for meeting the needs of others (turn taking, sharing, returning after borrowing etc.)	Scarf Valuing difference When someone is feeling left out
Week 3: Rights and responsibilities	To explain the ways that we are similar to other people and what we have in common	Scarf Rights and responsibilities Getting on with others
Week 4: Environment	To identify what they like and don't like about the school environment	Scarf Rights and responsibilities How can we look after our environment?
Week 5: Environment	To make suggestions for improving the school environment	Scarf Rights and responsibilities How can we look after our environment?
Week 6: Internet Safety	To know how to stay safe on the internet and its role in everyday life	

Autumn 2

Topic	Learning objectives	Useful links
Week 1: Let the children come	We are created equally by God God wants us to talk to him through the day	Ten ten resources Module 1 Unit 1
Week 2: Let the children come	We are created equally by God God wants us to talk to him through the day	Ten ten resources Module 1 Unit 1
Week 3: Money	To explain that money comes from different sources and can be used for different purposes	Scarf Rights and responsibilities Harold goes camping
Week 4: Money	To know how to make choices about spending money and what influence those choices	Scarf Rights and responsibilities Harold saves for something special
Week 5: Money	To know how to make choices about spending money and what influence those choices	Scarf Rights and responsibilities Harold saves for something special
Week 6: Road Safety	To know how act appropriately and safely on the road	

Spring 1

Topic	Learning objectives	Useful links
Week 1: I am unique	Session 1: To learn that we are unique, with individual gifts, talents and skills.	Ten ten resources Module 1 Unit 2
Week 2: Girls and Boys	Session 2: That girls and boys have been created by God to be both similar and different	Ten ten resources Module 1 Unit 2
Week 3: Clean and Healthy	Session 3: Our bodies are good and we need to look after them.	Ten ten resources Module 1 Unit 2
Week 4: Clean and Healthy	Session 4: How to maintain personal hygiene.	Ten ten resources Module 1 Unit 2
Week 5: Growing	To think about myself and learn from my experiences And to recognise and celebrate my strengths	Scarf Being my best You can do it!
Week 6: Internet Safety	To know that information found online is not always true	

Spring 2

Topic	Learning objectives	Useful links
Week 1: Feelings, likes and dislikes	Session 1: That it is natural for us to relate to and trust one another.	Ten ten resources Module 1 Unit 3
Week 2: Feeling Inside Out	Session 2: 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.	Ten ten resources Module 1 Unit 3
Week 3: Super Susie Gets Angry	Session 3: Simple strategies for managing feelings and for good behaviour.	Ten ten resources Module 1 Unit 3
Week 4: Feelings and emotions	To know what a feeling is and how different feelings are caused	Scarf Me and My Relationships How are you feeling today?
Week 5: Healthy Relationships	To recognise different types of bullying and teasing	Scarf Me and My Relationships Bullying or teasing?
Week 6: Healthy Relationships	To know that people's bodies and feelings can be hurt	Scarf Valuing Difference How do we make others feel?

Summer 1

Topic	Learning objectives	Useful links
Week 1: The Cycle of Life	Session 1: Children will know and appreciate that there are natural life stages from birth to death, and what these are.	Ten ten resources Module 1 Unit 4
Week 2: Growing and changing	To explain the importance of and how to maintain personal hygiene	Scarf Being my best Harold's postcard- helping us to keep clean and healthy
Week 3: Growing and changing	To understand the importance of being independent	Scarf Being my best You can do it!
Week 4: Healthy Lifestyles	To explain what I like and dislike	Scarf Keeping myself safe I don't like that
Week 5: Healthy Lifestyles	To recognise that choices can have good and not so good consequences and to know to how make a healthy choice and use this to manage feelings	Scarf
Week 6: Internet Safety	How can I stay safe online?	

Summer 2

Topic	Learning objectives	Useful links
Week 1: Three in One	Session 1: That God is love: Father, Son and Holy Spirit.	Ten ten resources Module 3 Unit 1
Week 2: Who is my neighbour?	Session 2: To know what a community is, and that God calls us to live in community with one another.	Ten ten resources Module 3 Unit 1
Week 3: The communities we live in	Session 1: That they belong to various communities such as home, school, parish.	Ten ten resources Module 3 Unit 2
Week 4: Growing and Changing	To know the names for the main parts of the body	Scarf Growing and changing My body your body
Week 5: Growing and Changing	To explain about growing and changing	Scarf Growing and changing Haven't you grown
Week 6: Growing and changing	To understand the expectations of Year 3 and how I can make the best choices for myself and for others (transition into KS2)	

Year 3 PSHE Overview

Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and Responsibilities	To understand why class and school rules are important	Scarf Me and my relationships As a rule
Week 2: Rights and Responsibilities	To understand that the UN rights of the child are there to protect everyone and have primacy both over national law and family and community services	
Week 3: Rights and Responsibilities	To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community	
Week 4: Rights and Responsibilities	To explain that people living in the UK have different origins	Scarf Valuing Difference Our friends and neighbours
Week 5: Rights and Responsibilities	To understand the difference between fact and opinion	Scarf Rights and responsibilities Recount task
Week 6: Online Safety	To know how to behave appropriately online	Scarf Super searcher

Autumn 2

Topic	Learning objectives	Useful links
Week 1: Get Up!	Session 1 (2X15 min) We are created individually by God who is Love, designed in His own image and likeness.	Ten ten resources LKS2 Module 1 Unit 1
Week 2: Get Up!	Session 2 (3X15 min) Every human life is precious from the beginning of life (conception) to natural death.	Ten ten resources LKS2 Module 1 Unit 1
Week 3: The Sacraments	Session 1: That in Baptism God makes us His adopted children and 'receivers' of His love	Ten ten resources LKS2 Module 1 Unit 1
Week 4: Jesus, My friend	Story sessions (2X15min) That Jesus loves, embraces, guides, forgives and reconciles us with him and one another.	Ten ten resources LKS2 Module 2 Unit 1
Week 5: Jesus, My friend	Story sessions (3X15min) We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness	Ten ten resources LKS2 Module 1 Unit 1
Week 6: Road Safety Week	Rules of the road	

Spring 1

Topic	Learning objectives	Useful links
Week 1: Friends, Family and Others	Session 1: Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong.	Ten ten resources LKS2 Module 2 Unit 2
Week 2: When Things Feel Bad	Session 2: Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.	Ten ten resources LKS2 Module 2 Unit 2
Week 3: Healthy Relationships	To recognise and respond appropriately to a wide range of feelings in others	
Week 4: Valuing difference	To recognise and challenge stereotypes- focus on boys and girls in school	Scarf Valuing difference Respect and challenge
Week 5: Healthy Relationships	To identify people who they have a special relationship with	Scarf Me and my relationships Looking after our special people
Week 6: Online Safety	What is a cyber-bully?	

Spring 2

Topic	Learning objectives	Useful links
Week 1: Sharing Online	Session 1: To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.	Ten ten resources LKS2 Module 2 Unit 3
Week 2: Chatting Online	Session 2: How to use technology safely.	Ten ten resources LKS2 Module 2 Unit 3
Week 3: Physical Contact	Session 3: Children will be able to describe examples and characteristics of the three types of abuse.	Ten ten resources LKS2 Module 2 Unit 3
Week 4: Drugs, Alcohol and Tobacco	Session 4: Medicines are drugs, but not all drugs are good for us.	Ten ten resources LKS2 Module 2 Unit 3
Week 5: First Aid Heros	Session 5: In an emergency, it is important to remain calm.	Ten ten resources LKS2 Module 2 Unit 3
Week 6: Keeping Safe	To understand that medicines are drugs and suggest ways that they can be helpful or harmful	Scarf Keeping myself safe Help or Harm

Summer 1

Topic	Learning objectives	Useful links
Week 1: Trinity House	Session 1: God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’.	Ten ten resources LKS2 Module 3 Unit 1
Week 2: What is the Church?	Session 2: The human family can reflect the Holy Trinity in charity and generosity.	Ten ten resources LKS2 Module 3 Unit 1
Week 3: How Do I love Others?	Session 1 (1X25mins) To know that God wants His Church to love and care for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 4: How Do I love Others?	Session 1 (1X25mins) To devise practical ways of loving and caring for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 5: Healthy Relationships	To know that my actions affect myself and others	Scarf Me and My Relationships How can we solve this problem?
Week 6: Online Safety	To know personal information should be kept to myself	

Summer 2

Topic	Learning objectives	Useful links
Week 1: Money	To explain that people earn their income through their job	Scarf Rights and Responsibilities Earning Money
Week 2: Money	To understand the terms ‘income’, ‘saving’ and ‘spending	Scarf Rights and Responsibilities Can Harold afford it
Week 3: Environment	To understand my responsibilities towards the environment	Scarf Cross Curricular project Let’s have a tidy up
Week 4: Environment	To define what a volunteer and identify people who volunteer in the school community	Scarf Rights and Responsibilities Our helpful Volunteers
Week 5: Growing and Changing	To understand what makes a good friend	Scarf Me and my Relationships Friends are special
Week 6: Growing and Changing	To understand the expectations of Year 4 and how I can make the best choices for myself and for others	

Year 4 PSHE Overview

Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and Responsibilities	To understand the rules we have in school to keep us safe	Could link to behaviour policy
Week 2: Rights and Responsibilities	To understand that humans have rights and also responsibilities	Scarf Rights and Responsibilities It's Your Right!
Week 3: Rights and Responsibilities	To understand the rules we have outside of school (not enforced- un written rules e.g. wearing a bike helmet into a shop)	
Week 4: Rights and Responsibilities	To explore and critique how the media present information	Scarf Rights and Responsibilities In the news!
Week 5: Environment	To understand the ways in which they can contribute to the care of the environment	Scarf Harold's Sevens Rs Being my best
Week 6: Online Safety	To know how to behave appropriately and safely online	

Autumn 2

Topic	Learning objectives	Useful links
Week 1: Get Up!	Session one (2X15mins) We are created individually by God who is Love, designed in His own image and likeness.	Ten ten resources LKS2 Module 1 Unit 1
Week 2: Get Up!	Session one (3X15mins) Every human life is precious from the beginning of life (conception) to natural death.	Ten ten resources LKS2 Module 1 Unit 1
Week 3: Money	To define the terms income, expenditure, interest and loan	Scarf Rights and Responsibilities Harold's expenses
Week 4: Money	To prioritise items for expenditure in the home from the most to least essential	Scarf Rights and Responsibilities Harold's expenses
Week 5: Money	To explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'	Scarf Rights and Responsibilities Who pay taxes?
Week 6: Road Safety Week	To know how to behave appropriately on the roads	

Spring 1

Topic	Learning objectives	Useful links
Week 1: We Don't Have To Be the Same	Session 1: Similarities and differences between people arise as they grow and make choices.	Ten ten resources LKS2 Module 1 Unit 2
Week 2: Respecting Our Bodies	Session 2: 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.	Ten ten resources LKS2 Module 1 Unit 2
Week 3: What is Puberty?	Session 3: Learn what the term puberty means	Ten ten resources LKS2 Module 1 Unit 2
Week 4: Changing Bodies	Session 4: Learn correct naming of genitalia.	Ten ten resources LKS2 Module 1 Unit 2
Week 5: Boy/Girl	Session 5: Group discussion on previous learning.	Ten ten resources LKS2 Module 1 Unit 2
Week 6: Online Safety	To know what Cyber-Bullying is and how we can deal with it	

Spring 2

Topic	Learning objectives	Useful links
Week 1: What Am I Feeling?	Session 1: That emotions change as they grow up	Ten ten resources LKS2 Module 1 Unit 3
Week 2: What Am I Feeling?	Session 2: Positive actions help emotional well-being (beauty, art, etc. lift the spirit)	Ten ten resources LKS2 Module 1 Unit 3
Week 3: I am Thankful	Session 3: To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	Ten ten resources LKS2 Module 1 Unit 3
Week 4: Healthy Relationships	To explain what we mean by a 'positive, healthy relationship'	Scarf Me and My Relationships Ok or not ok?
Week 5: Valuing Difference	To recognise some of the ways that people are different to each other (race, gender, religion)	Scarf Valuing Differences What would I do?
Week 6: Valuing Difference	To be aware of stereotypes between younger and older children	

Summer 1

Topic	Learning objectives	Useful links
Week 1: Life Cycles	Session 1: That they were handmade by God with the help of their parents.	Ten ten resources LKS2 Module 1 Unit 4
Week 2: A community Of Love	Session 1: God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’.	Ten ten resources LKS2 Module 3 Unit 1
Week 3: What is the Church?	Session 2: The human family can reflect the Holy Trinity in charity and generosity.	Ten ten resources LKS2 Module 3 Unit 1
Week 4: How Do I Love Others?	Session 1 (1X25mins) To know that God wants His Church to love and care for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 5: How Do I Love Others?	Session 1 (1X25mins) To devise practical ways of loving and caring for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 6: Online Safety	To know how to protect personal information online	

Summer 2

Topic	Learning objectives	Useful links
Week 1: Environment	To know some of the ways that various national and international environmental organisations work to help take care of the environment	Scarf Rights and Responsibilities Logo Quiz
Week 2: Environment	To identify qualities and attributes of people who support the school community	Scarf Being my Best My School Community
Week 3: Rights and Responsibilities	To describe some of the ways in which people are different to each other (ethnicity, gender, religious beliefs, customs and festivals)	Scarf Valuing Difference The people we share our world with
Week 4: Rights and Responsibilities	To describe some of the ways in which people are different to each other (ethnicity, gender, religious beliefs, customs and festivals)	Scarf Valuing Difference The people we share our world with
Week 5: Growing and Changing	To know that God made us different from one another and we all have different strengths	
Week 6: Growing and Changing	To understand the expectations of Year 5 and how I can make the best choices for myself and for others	

Year 5 PSHE Overview

Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and Responsibilities	To understand the importance of rules in keeping us safe and happy within the school community	
Week 2: Rights and Responsibilities	To know the difference between a rules and the law and why these are both important	
Week 3: Caring for the Environment	To recognise the role of voluntary , community and pressure groups, especially in relation to health and wellbeing	Scarf Rights and Responsibilities Mo Makes a difference
Week 4: Caring for the Environment	To recognise the role of voluntary , community and pressure groups, especially in relation to health and wellbeing	Scarf Rights and Responsibilities Mo Makes a difference
Week 5: Healthy Lifestyles	To reflect on and celebrate my achievements, identify my strengths and areas of improvements, and set high aspirations and goals	
Week 6: Online Safety	To know that not everyone you meet online is your friend	

Autumn 2

Topic	Learning objectives	Useful links
Week 1: Calming the Storm	Story Sessions (2X15mins) We were created individually by God who cares for us and wants us to put our faith in Him.	Ten ten resources UKS2 Module 1 Unit 1
Week 2: Calming the Storm	Story Sessions (3X15mins) Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan.	Ten ten resources UKS2 Module 1 Unit 1
Week 3: Is God Calling You?	Session 1 (1X30mins) To know that God calls us to love others.	Ten ten resources UKS2 Module 2 Unit 1
Week 4: Is God Calling You?	Session 1 (1X30mins) To know ways in which we can participate in God's call to us.	Ten ten resources UKS2 Module 2 Unit 1
Week 5: Healthy Relationships	To identify consequences of positive and negative behaviour on themselves and others	Scarf Valuing differences It could happen to anyone
Week 6: Road Safety Week	To know how to cross a road safely and identify common road signs	

Spring 1

Topic	Learning objectives	Useful links
Week 1: Under Pressure	Session 1: Pressure comes in different forms, and what those different forms are.	Ten ten resources UKS2 Module 2 Unit 2
Week 2: Do You Want a Piece of Cake?	Session 2: Understand what consent and bodily autonomy means.	Ten ten resources UKS2 Module 2 Unit 2
Week 3: Self-Talk	Session 3: Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions.	Ten ten resources UKS2 Module 2 Unit 2
Week 4: Money	To understand the role money plays in my own and other's lives	Scarf Rights and Responsibilities Spending Wisely
Week 5: Money	To state the costs involved in producing and selling an item	Scarf Rights and Responsibilities Spending Wisely
Week 6: Online Safety	To know how to protect yourself online and keep personal information safe.	

Spring 2

Topic	Learning objectives	Useful links
Week 1: Sharing Isn't Always Caring	Session 1: To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.	Ten ten resources UKS2 Module 2 Unit 3
Week 2: Cyber bullying	Session 2: What the term cyberbullying means and examples of it.	Ten ten resources UKS2 Module 2 Unit 3
Week 3: Types of Abuse	Session 3: To judge well what kind of physical contact is acceptable or unacceptable and how to respond.	Ten ten resources UKS2 Module 2 Unit 3
Week 4: Impacted Lifestyles	Session 4: Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.	Ten ten resources UKS2 Module 2 Unit 3
Week 5: Making Good Choices	Session 5: Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco	Ten ten resources UKS2 Module 2 Unit 3
Week 6: Giving Assistance	Session 6: The recovery position can be used when a person is unconscious but breathing.	Ten ten resources UKS2 Module 2 Unit 3

Summer 1

Topic	Learning objectives	Useful links
Week 1: The Trinity	Session 1: Engage with questions and activities about the nature of the Trinity.	Ten ten resources UKS2 Module 3 Unit 1
Week 2: Catholic Social Teaching	Session 2: The principles of Catholic Social Teaching.	Ten ten resources UKS2 Module 3 Unit 1
Week 3: Reaching Out	Session 3: Learn to apply the principles of Catholic Social Teaching to current issues.	Ten ten resources UKS2 Module 3 Unit 2
Week 4: Keeping Safe	To recognise that my increasing independence brings increased responsibility to keep myself and others safe	Scarf Being my Best Independence and responsibility
Week 5: Keeping Safe	To explain what positively and negatively affects my mental health	Scarf Me and My Relationships Our Emotional Needs
Week 6: Online Safety	Recap on staying safe online	

Summer 2

Topic	Learning objectives	Useful links
Week 1: Rules, rights and responsibilities	Define the differences between rights, responsibilities, rights and duties	Scarf Rights and Responsibilities Responsibilities, rights and duties
Week 2: Rules, rights and responsibilities	To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	Scarf Rights and Responsibilities What's the story?
Week 3: Money	To define the terms loan, credit, debt and interest	Scarf Rights and Responsibilities Lend us a fiver
Week 4: Money	To suggest advice for a range of situation involving personal finance	Scarf Rights and Responsibilities Lend us a fiver
Week 5: Keeping Safe	To understand how to use mobile phones safely, including keeping the phone safe (looking after it) and safe user habits (time limits, passcodes, turning it off a night etc).	
Week 6: Growing and Changing	To understand the expectations of Year 6 and how I can make the best choices for myself and for others	

Year 6 PSHE Overview

Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rules, Rights and Responsibilities	To understand the expectations and roles of a Year 6 member of the school	
Week 2: Rules, Rights and Responsibilities	To explain how rules and laws protect people	Scarf Rights and Responsibilities Two sides to every story
Week 3: Rules, Rights and Responsibilities	To define the terms fact, opinion, biased, unbiased and to explain the difference between them	Scarf Rights and Responsibilities Tolerance and respect for others
Week 4: Money	To understand the concepts of interest, loan, debt and tax (e.g. their contribution to society through the payment of VAT)	Scarf Rights and Responsibilities Jobs and taxes
Week 5: Money	To understand the idea of enterprise and the skills that make someone enterprising	Scarf Rights and Responsibilities What's it worth?
Week 6: Online Safety	To know how to stay safe online	

Autumn 2

Topic	Learning objectives	Useful links
Week 1: Calming the Story	Story Sessions (2X15mins) We were created individually by God who cares for us and wants us to put our faith in Him.	Ten ten resources UKS2 Module 1 Unit 1
Week 2: Calming the Story	Story Sessions (3X15mins) Physically becoming an adult is a natural phase of life.	Ten ten resources UKS2 Module 1 Unit 1
Week 3: Caring For Environment	To explain what is meant by living in an environmentally sustainable way	Scarf Rights and Responsibilities Happy Shoppers
Week 4: Caring For Environment	To understand what being part of a community means and about the varied institutions that support communities locally and nationally	Scarf Community Art
Week 5: Caring For Environment	To understand what being part of a community means and about the varied institutions that support communities locally and nationally	Scarf Community Art
Week 6:	How to behave appropriately and railway safety	

Spring 1

Topic	Learning objectives	Useful links
Week 1: Gifts and Talents	Session 1: Similarities and differences between people arise as they grow and mature.	Ten ten resources UKS2 Module 1 Unit 2
Week 2: Girls' Bodies	Session 2: About the unique growth and development of humans, and the changes that girls will experience during puberty.	Ten ten resources UKS2 Module 1 Unit 2
Week 3: Boys' Bodies	Session 3: About the unique growth and development of humans, and the changes that boys will experience during puberty.	Ten ten resources UKS2 Module 1 Unit 2
Week 4: Spots and Sleep	Session 4: How to make good choices that have an impact on their health.	Ten ten resources UKS2 Module 1 Unit 2
Week 5: Spots and Sleep	Session 5: To know the importance rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.	Ten ten resources UKS2 Module 1 Unit 2
Week 6: Online Safety	To know that everything online is not true	

Spring 2

Topic	Learning objectives	Useful links
Week 1: Body Image	Session 1 (1X30mins) To recognise that images in the media do not always reflect reality.	Ten ten resources UKS2 Module 1 Unit 3
Week 2: Body Image	Session 1 (1X30mins) That thankfulness builds resilience against feelings of envy, inadequacy.	Ten ten resources UKS2 Module 1 Unit 3
Week 3: Peculiar Feelings	Session 2: To deepen their understanding of the range and intensity of their feelings.	Ten ten resources UKS2 Module 1 Unit 3
Week 4: Emotional Changes	Session 3 (1X30mins) To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.	Ten ten resources UKS2 Module 1 Unit 3
Week 5: Emotional Changes	Session 3 (1X30mins) About emotional well-being: that beauty, art, etc. can lift the spirit.	Ten ten resources UKS2 Module 1 Unit 3
Week 6: Seeing Stuff Online	Session 4: The difference between harmful and harmless videos and images.	Ten ten resources UKS2 Module 1 Unit 3

Summer 1

Topic	Learning objectives	Useful links
Week 1: Making Babies (Part 1)	Session 1: How a baby grows and develops in its mother's womb.	Ten ten resources UKS2 Module 1 Unit 4
Week 2: Making Babies (Part 2)	Session 2: Basic scientific facts about sexual intercourse between a man and woman.	Ten ten resources UKS2 Module 1 Unit 4
Week 3: Menstruation	Session 3: About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.	Ten ten resources UKS2 Module 1 Unit 4
Week 4: The Trinity	Session 1: To know that the Holy Spirit works through us to bring God's love and goodness to others.	Ten ten resources UKS2 Module 3 Unit 1
Week 5: Catholic Social Teaching	Session 2: The principles of Catholic Social Teaching.	Ten ten resources UKS2 Module 3 Unit 1
Week 6: Reaching Out	Session 1: Find ways in which they can spread God's love in their community.	Ten ten resources UKS2 Module 3 Unit 2

Summer 2

Topic	Learning objectives	Useful links
Week 1: Keeping Safe	To explain what positively and negatively affects my physical, mental and emotional health.	
Week 2: Keeping Safe	To understand the actual norms around drinking alcohol and the reasons for common misperceptions of these.	Scarf Keeping myself Safe Alcohol- what is normal?
Week 3: Keeping Safe	To recognise how images in the media do not always reflect reality and can impact on the way I feel about myself.	Scarf Growing and Changing Pressure online/ Media manipulation/ I look great!
Week 4: Valuing Difference	To demonstrate ways of showing respect to others, using verbal and non- verbal communication.	Scarf Valuing Difference Respecting Difference
Week 5: Valuing Difference	To describe the qualities of strong, positive friendship and the benefits of other types of relationships (neighbour, parent, carer, relative)	Scarf Valuing Differences Advertising Difference
Week 6: Growing and Changing	To understand the expectations of Year 7 and how I can make the best choices for myself and for others (transition into secondary school)	

Appendix 4

Diocese of Arundel & Brighton Recommended resources

A Journey in Love - Sr Jude Groden RSM and contributors	Mc Crimmons
A Journey in Love supporting DVD	Mc Crimmons
Life to the Full:	Ten Ten RSE Primary Resources

www.mccrimmons.com/shop/books/a-journey-in-love--volume-1--book

<https://www.tentenresources.co.uk/relationship-education/>

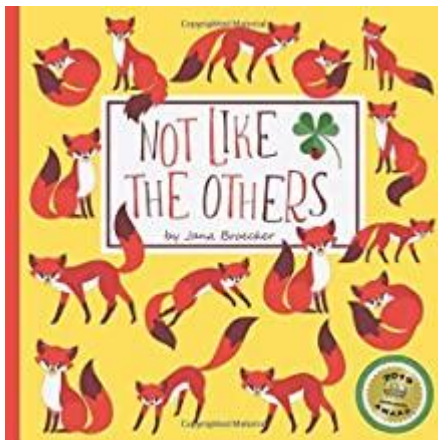
Video clips, DVDs, CDs and any other programme(s) not listed here are not in accordance with diocesan policy and should not be used.

Appendix 5

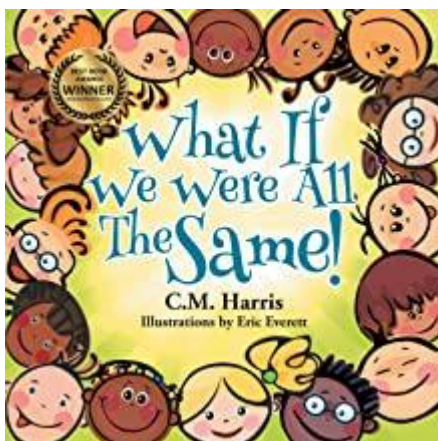
Books agreed in parent consultation for use in libraries and book corners

Some books proposed for the class book corners and school library covering RSHE-type topics at a children's level.

Diversity



https://www.amazon.co.uk/Not-Like-Others-Picture-Diversity/dp/1912683040/ref=sr_1_1?crid=1IQEW5HO46KQ2&dchild=1&keywords=not+like+the+others&qid=1602188756&srefix=not+like+the+o%2Caps%2C155&sr=8-1

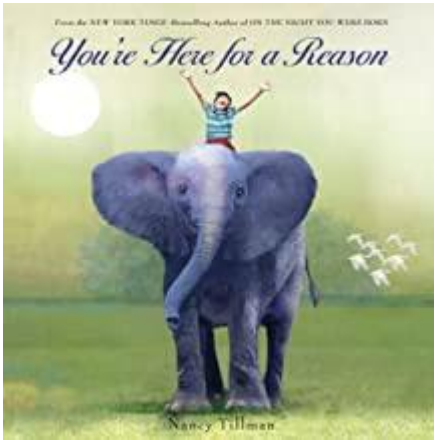


https://www.amazon.co.uk/What-Were-All-Same-Childrens/dp/1733152474/ref=sr_1_1?dchild=1&keywords=what+if+we+were+all+the+same&qid=1602188822&sr=8-1



https://www.amazon.co.uk/All-Are-Welcome-Alexandra-Penfold/dp/1526604078/ref=sr_1_1?crid=3OUGTYLJZJ58W&dchild=1&keywords=all+are+welcome+by+alexandra+penfold&qid=1602189241&srefix=all+are+welcome%2Caps%2C161&sr=8-1

Being Yourself

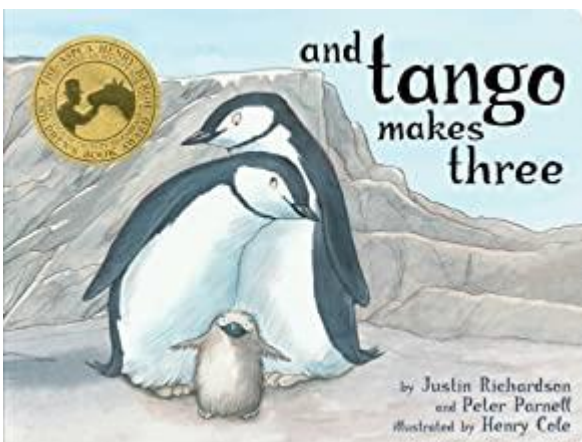


https://www.amazon.co.uk/Youre-Reason-Nancy-Tillman-Collection/dp/1250106508/ref=sr_1_1?crid=K15KLTHF2TIL&dchild=1&keywords=you+re+here+for+a+reason&qid=1602188938&sprexif=you%27re+here%2Caps%2C164&sr=8-1

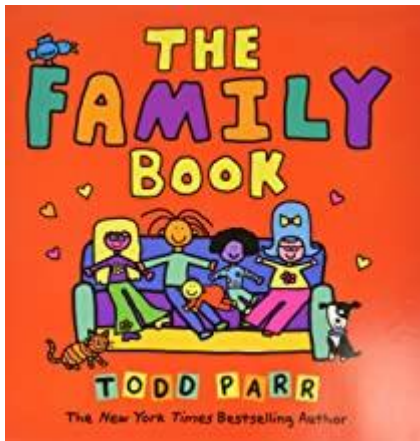


https://www.amazon.co.uk/Okay-Different-Todd-Parr-Classics/dp/0316043478/ref=sr_1_1?crid=22JTF8TO8LZXL&dchild=1&keywords=its+ok+to+be+different+todd+parr&qid=1602189179&sprexif=its+ok%2Caps%2C171&sr=8-1

Different Families



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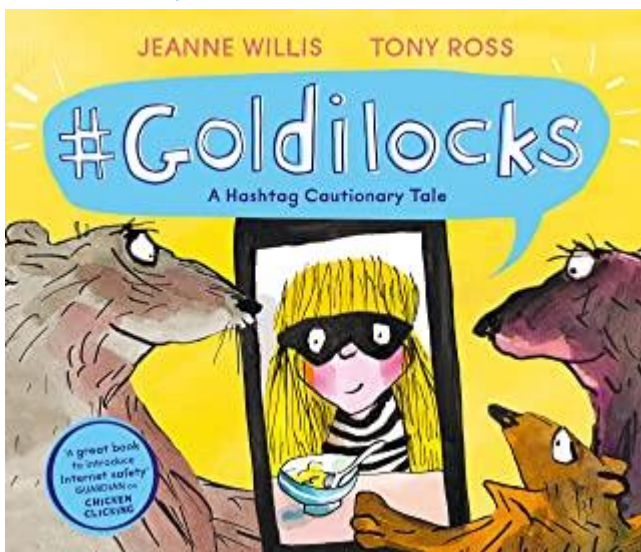


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