Catholic School Partnership

Relationships, Health and Sex Education Policy

Policy produced by the school

Adopted by Governors Full Governing Body -Academic year 2026/27

Review date- Academic year 2027/28

Intent of our curriculum

Go, shine in the world and live as Jesus lived.

Our school motto is based upon Matthew 5: 14-16

Vision and Values

Our school offers a distinctly Catholic education in an inclusive environment, welcoming children and staff of all faiths and none.

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

As a Catholic school, we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Our school motto is based upon Matthew 5: 14-16

With these values in mind, we have designed a relationships and sex education curriculum that prepares our pupils to live in modern Britain, promoting tolerance and respectful understanding whilst also teaching the distinctive faith perspective on relationships.

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

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- Sets out how Relationships Education meets schools' legal requirements to promote well-being (Children Act 2004)
- prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- meet the school's safeguarding obligations
- comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy and Online Safety policy.

Our provision of Relationships Education is part of our approach to supporting the health and well-being of children and our commitment to being recognised as a healthy school.

Consultation

- This policy was developed by senior leaders, staff, parents and carers, governors and involved consultation with pupils. We also consulted with the Local Authority and the Diocese.

We have taken account of the:

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Local Authority example policy November 2019
- Equality Act 2010 and the Public Sector Duty

Implementation and Review of Policy

This policy will be reviewed every year by the Executive Headteacher, RHSE Co-ordinator, the Governing Body and Staff.

Defining Relationships and Sex Education

The Department for Education 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 sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

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:

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- How to recognise risk and be safe online
- The importance of families for caring for children
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Stereotypes and how they can lead to prejudice and discrimination e.g. based on sex, race, religion, disability or sexual orientation

Statutory Curriculum Requirements

We are legally required to teach those aspects of RHSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RHSE go further.

Rationale

'I have come that you might have life and have it to the full.' (Jn.10.10)

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. The school's approach to RSE therefore is **rooted in the 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.**

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

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

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RHSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. **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. **All RHSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.**

Values and Virtues

We are committed to creating an inclusive school that promotes equality and fundamental British Values – democracy, individual liberty, the rule of law and mutual respect and tolerance. Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity.

Our programme enshrines Christian 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 RHSE

Our school motto commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHSE is an integral part of this education. Furthermore, 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 Christian 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 so that discrimination can be challenged and prevented;
- 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 as well as respecting different types of families, including families with one parent, with same sex parents, families that foster and adopt children;
- 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. This includes the development of confidence to talk about relationships;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- challenging gender stereotypes and inequality and promoting equality and respect in relationships
- 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Implementation of our Curriculum

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.
Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**.
The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.
The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding

7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

RHSE will be taught through a planned programme of PSHE and Citizenship taught as timetabled lessons in all year groups. There is a clear mapping document, which demonstrates where we are teaching the subject. It is taught through a range of planned opportunities across the curriculum, through RE and the Christian life of the school and in a weekly lesson for half a term every year.

Our RHSE programme

- Reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of primary (see appendix 1)
- We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.

Teachers have the same high expectations of pupils learning in RHSE as they would in any other subject and in addition we ensure that:

- Pupils have opportunities to express their views and listen to others and respect different views, to research and evaluate information and make informed decisions.
- We use a wide range of active teaching methods so that pupils are fully engaged in learning, which include providing challenging tasks appropriate to pupils' needs, questioning, opportunities to reflect on their learning, setting independent learning tasks, encouraging collaborative working and facilitating discussions. We use activities such as debating, drama, role-play, quizzes, web-based activities and stories
- We use a variety of high quality imaginative resources in our programme. Staff view resources before they are used to ensure that their content is appropriate, relevant and up-to-date, they reflect the diversity of the school and local community, promote positive images and avoid stereotypes eg disabled, non-stereotypical gender roles, different families including same sex parents, ethnic, religious and cultural background
- We set ground rules, particularly when teaching sensitive topics such as RHSE, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information
- Through appropriate planning, involvement of support staff, resourcing and grouping and we meet the needs of all pupils, including those with special educational needs

Inclusion and Differentiated Learning

We will ensure RHSE 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. In looking at these questions, it is important to draw links to the school's inclusion policy.

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

Broad content of RSE
Three aspects of RHSE - 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

We use the Ten Ten Life to the Full published programme of Relationships and Health Education written for Catholic schools. Appendices to this policy provide further information about the programme and resources for suggested use.

Assessment
Pupils' progress in learning in Relationships and Health Education is assessed as part of the assessment in PSCHE.

Parents and Carers
We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Christian 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:

- Consulting with parents when developing the Relationships, Health and Sex Education policy
- Publishing the RHSE policy on the school website
- Including a summary of the content and organisation of Relationships and Health Education and Sex Education in the school website
- Providing information about content of the Relationships and Health Education and Sex Education teaching programme as part of the termly information on the curriculum

Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHSE programme to meet their child's needs. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children about these aspects of sex education and parents have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. All primary schools are required to teach the Science National Curriculum which covers the biological aspects of relationships and sex education: growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle - see Appendix 1.

Should parents wish to withdraw their children from elements of the relationships and sex education that are not under the Science National Curriculum, they are asked to notify the school by contacting the Head of School. A member of the senior leadership team will talk though any concerns that a parent may have and discuss the benefits of their child learning about relationships and sex education. If they decide to withdraw their child, work will be provided to do in another part of the school.

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 Christian values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHSE 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 RHSE. 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 Christian 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 curriculum

Responsibility for the specific relationships and sex education programme lays with the senior leadership team. However, all staff will be involved in developing the attitudes and values aspect of the RHSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

Other roles and responsibilities regarding RHSE

Governors

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

Head of School

The Head of School takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHCE/RSE leader

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the PSHCE curriculum and report to senior leaders
- monitor pupil outcomes in PSHCE and report to senior leaders
- Staff receive termly support and training through a programme of PDMs and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum.

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 RHSE in accordance with the Christian Ethos of the school. Appropriate training will be

made available for all staff teaching RHSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Children's questions

The governors want to promote a healthy, positive atmosphere in which RHSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Staff will answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head of School or parents.

Controversial or Sensitive issues

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

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

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RHSE 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 safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.
All lessons, especially those in the 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, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Head of School.

Impact of our curriculum

Monitoring and evaluation

The quality of provision in RHSE is monitored and evaluated according to the annual school monitoring and evaluation plan. This includes subject reviews in Project groups. The subject review includes self-evaluation and improvement planning to provide an accurate perspective on how RHSE is being delivered and can be further improved.

Appendix 1

Sex Education in National Curriculum Science

The programmes of study for science are set out year-by-year. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. 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: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Year 3

No content linked to RHSE

Year 4

No content linked to RHSE

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Non-statutory guidance

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.

Year 6

No content linked to RHSE

Appendix 2

Statutory content for Relationships Education

Topic	**By the end of Primary, pupils should know**
Families and people who care for me	• 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 for them. • 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 *marriage including both opposite sex and same sex couples
Caring friendships	• 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	• 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	• 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	• 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

Appendix 3

Statutory content for Health Education (relevant to Relationships Education and Sex Education)

Topic	**By the end of Primary, pupils should know**
Changing adolescent body	• 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 4 - RHSE Curriculum Map – KS1 Summer term

	Week 1 - 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 1	**RHSE is taught in the 2nd half of the term**	**Whole School Project Week**	**KS1, Module 1, Unit 3, Session 1 Feelings, likes and dislikes (TT)** **Learning Objectives:** **Children will learn:** That it is natural for us to relate to and trust one another; That we all have different likes and dislikes, but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings	**KS1, Module 1, Unit 3, Session 3 Super Susie gets angry (TT)** **Learning Objectives:** **Children will learn:** 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	**KS1, Module 1, Unit 2, Session 3 & 4 Clean and Healthy (Slides 9-12 only) (TT)** **Learning Objectives** Children will know: How to maintain personal hygiene.	**KS1, Module 2, Unit 2, Session 1 Special People (TT)** **Learning Objectives:** **Children will learn:** To identify 'special people' (their parents, carers, friends) 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.	**KS1, Module 1, Unit 4, Session 1 The Cycle of Life (TT)** **Learning Objectives:** **Children will know** and appreciate that there are natural life stages from birth to death, and what these are
Year 2			**KS1, Module 2, Unit 2, Session 2 Treat others well… (TT)** **Learning Objectives:** **Children will learn:** 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.	**KS1, Module 2, Unit 2, Session 3 …and say sorry (TT)** **Learning Objectives:** **Children will learn:** 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	**KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT)** **Learning Objectives:** **Children will know:** Our bodies are good; The names of the parts of our bodies. That girls and boys have been created by God to be both similar and different and together make up the richness of the human family.	**KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT)** **Learning Objectives:** **Children will know:** 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.	**KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)** **Learning Objectives:** **Children will learn:** 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 and teachers.

RHSE Curriculum map continued – LKS2 Summer term

	Week 1 - 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 3	RHSE is taught in the 2nd half of the term	Whole School Project Week	**LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT)** **Learning Objectives:** **Children will learn that:** Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community	**LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT)** **Learning Objectives:** **Children will learn:** 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)	**LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT)** **Learning Objectives:** **Children will learn:** To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	**LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)** **Learning Objectives:** **Children will learn:** 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.	**LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)** **Learning Objectives:** **Children will learn:** 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'.
Year 4			**LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT)** **Learning Objectives:** **Children will learn:** What the term puberty means; When they can expect puberty to take place	**LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT)** **Learning Objectives:** **Children will learn:** Correct naming of genitalia; Learn what changes will happen to boys during puberty; What changes will happen to girls during puberty.	**LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT)** **Learning Objectives:** **Children will learn:** A greater awareness of bullying (including online cyber-bullying), that all bullying is wrong, and how to respond to bullying; About harassment and exploitation in relationships, including physical and emotional abuse and how to respond.	**LKS2, Module 2, Unit 3, Session 3 Physical contact (TT)** **Learning Objectives:** **Children will learn:** 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	**LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT)** **Learning Objectives:** **Children will learn:** That they made by their parents; How a baby grows and develops in its mother's womb; How conception and life in the womb fits into the cycle of life

RHSE Curriculum map continued – UKS2 Summer term

	Week 1 - 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 5	RHSE is taught in the 2nd half of the term	Whole School Project Week	**UKS2, Module 1, Unit 3, Session 1 Body image (TT)** **Learning Objectives:** **Children will learn:** 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	**UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT)** **Learning Objectives:** **Children will learn:** 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.	**UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)** **Learning Objectives:** **Children will learn:** The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images.	**UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)** **Learning Objectives:** **Children will learn:** Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.	**UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)** **Learning Objectives:** **Children will learn:** 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.
Year 6			**UKS2, Module 2, Unit 2, Session 2 Do you want a piece of cake (TT)** **Learning Objectives:** **Children will learn:** Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.	**UKS2, Module 1, Unit 2, Session 2 Girls' bodies (TT)** **Learning Objectives:** **Children will learn:** 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; The need for appropriate boundaries.	**UKS2, Module 1, Unit 2, Session 3 Boys' bodies (TT)** **Learning Objectives:** **Children will learn:** 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 appropriate boundaries.	**UKS2, Module 1, Unit 4, Session 1 Making babies (part 1) (TT)** **Learning Objectives:** **Children will learn:** How a baby grows and develops in its mother's womb.	**UKS2, Module 1, Unit 4, Session 2 Making babies (part 2) (TT)** **Learning Objectives:** **Children will learn:** Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse