



Archdiocese of  
**Liverpool**

# **Relationship, Sex and Health Education Policy (RSHE) 2022-23**

**St Patrick's Catholic Primary School**

|                               |                                  |
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| <b>Chair of Governors</b>     | Donna Fox                        |
| <b>Headteacher</b>            | Mrs Joanne Lewis                 |
| <b>Date adopted: 03.10.22</b> | <b>Review Date: September 23</b> |

## "Peace, Love and Understanding."

### Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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/RSHE 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 Relationship, Sex and Health Education RSHE 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.

### Aim

St Patrick's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Journey In' Love 2020 we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the Statutory RHSE curriculum will be met through Come and See, the 3D PSHE Scheme of work, statutory Science, PE, computing and online safety. (See appendices at end of document).

## **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Patrick's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **Statutory Requirements**

- At St Patrick's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.
- In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.
- The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A
- The statutory guidance from the Department for Education Equality Act 2010.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - Archdiocese Education Advisors, Head Teacher, Deputy Head Teacher, RE lead, PHSE lead, RSE lead and RSE Governor.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation -Policy shared with parents and any interested parties via email and displayed on website
4. Pupil consultation during lesson time
5. Ratification - once amendments were made, the policy was shared with governors and ratified.

## **Definition**

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

## **Curriculum**

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey in Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

### **Delivery of Relationship, Sex and Health Education (RSHE)**

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science, Computing and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

### **Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### **Roles and Responsibility**

#### **The Governing Body**

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

#### **The Headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

## **Staff**

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

## **Pupils**

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

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey In Love the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

### **Monitoring arrangements**

The delivery of RSHE is monitored by RSE/PHSE lead by undertaking learning walks, staff and pupil consultations, planning and work scrutiny and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

## **Resources**

### **Early Years Foundation Stage, KS1 and KS2**

Journey in Love 2020

3D PSHE (Please see long term plan)

Science National Curriculum

**Coverage of DFE Primary Relationships Education statutory learning opportunities across Come and See RE and the wider curriculum is mapped in the appendices below.**

**Appendix 1** Primary Relationships Education Statutory Learning Opportunities

**Appendix 2** Coverage of DFE Links in Journey in Love

**Appendix 3** Come and See and Relationship and Sex Education

- Appendix 4** Cross Curricular RHSE St Patrick's Catholic Primary School  
Tracking RSHE Across the Wider Curriculum
- Appendix 5** Statutory Science Curriculum
- Appendix 6** PSHE coverage map
- Appendix 7.** Journey in Love coverage

## Appendix 1

### Primary Relationships Education Statutory Learning Opportunities

#### **Families and people who care for me Coverage**

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| That families are important for children growing up because they can give love, security and stability                                                                                                                                     | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| 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 | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| 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  | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE appendix 4)  |
| 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                                                                          | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong                                                                                                           | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed                                                                                                      | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |

#### Caring friendships

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| How important friendships are in making us feel happy and secure, and how people choose and make friends                                                                                                                                 | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties                          | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded                                                                                                                       | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| 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                                              | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| 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 | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |

## Respectful relationships

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| 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 | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships                                                                                                            | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| The conventions of courtesy and manners                                                                                                                                                                                  | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| The importance of self-respect and how this links to their own happiness                                                                                                                                                 | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| 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                             | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| 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                                       | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| What a stereotype is, and how stereotypes can be unfair, negative or destructive                                                                                                                                         | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| The importance of permission-seeking and giving in relationships with friends, peers and adults                                                                                                                          | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |

## Online relationships

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| That people sometimes behave differently online, including by pretending to be someone they are not                                                                            | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| 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 | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them                                                  | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met                     | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| How information and data is shared and used online                                                                                                                             | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |

## Being safe

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| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)                                                           | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |
| 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 | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |

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| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know            | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| How to recognise and report feelings of being unsafe or feeling bad about any adult                                                       | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard                                           | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so                                                        | Journey In Love (appendix 2)<br>3D PSHE (appendix 4)                              |
| Where to get advice from e.g. family, school and/or other sources                                                                         | Journey In Love (appendix 2)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4) |

### **Mental wellbeing**

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| That mental wellbeing is a normal part of daily life, in the same way as physical health                                                                                                                                                                                            | 3D PSHE (appendix 4)<br>Come and See (appendix 3)<br>3D PSHE (appendix 4)  |
| That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations                                                                         | 3D PSHE (appendix 4)<br>Come and See (appendix 3)                          |
| How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings                                                                                                                              | 3D PSHE (appendix 4)<br>Come and See (appendix 3)                          |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate                                                                                                                                                                               | 3D PSHE (appendix 4)<br>Come and See (appendix 3)                          |
| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness                                                                                                                                   | 3D PSHE (appendix 4)<br>Come and See (appendix 3)<br>PE (appendix 4)       |
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests                                                                                                                                         | 3D PSHE (appendix 4)<br>Come and See (appendix 3)                          |
| Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support                                                                                                                                    | 3D PSHE (appendix 4)<br>Come and See (appendix 3)                          |
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing                                                                                                                                                                                 | 3D PSHE Computing, Online Safety (appendix 4)<br>Come and See (appendix 3) |
| Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) | 3D PSHE Computing, Online Safety (appendix 4)<br>Come and See (appendix 3) |
| It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough                                                                                           | 3D PSHE Computing, Online Safety (appendix 4)<br>Come and See (appendix 3) |



## Internet safety and harms

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| That for most people the internet is an integral part of life and has many benefits                                                                                                                                      | 3D PSHE, Computing, Online Safety (appendix 4) |
| About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing | 3D PSHE, Computing, Online Safety (appendix 4) |
| How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private                                | 3D PSHE, Computing, Online Safety (appendix 4) |
| Why social media, some computer games and online gaming, for example, are age restricted                                                                                                                                 | 3D PSHE, Computing, Online Safety (appendix 4) |
| That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health                                                   | 3D PSHE, Computing, Online Safety (appendix 4) |
| How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted                                                     | 3D PSHE, Computing, Online Safety (appendix 4) |
| Where and how to report concerns and get support with issues online                                                                                                                                                      | 3D PSHE, Computing, Online Safety (appendix 4) |

## Physical health and fitness

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| The characteristics and mental and physical benefits of an active lifestyle                                                                                                                                    | 3D PSHE, PE, Science (appendix 4) |
| The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise | 3D PSHE, PE, Science (appendix 4) |
| The risks associated with an inactive lifestyle (including obesity)                                                                                                                                            | 3D PSHE, PE, Science (appendix 4) |
| How and when to seek support including which adults to speak to in school if they are worried about their health                                                                                               | 3D PSHE, PE, Science (appendix 4) |

## Healthy eating

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| What constitutes a healthy diet (including understanding calories and other nutritional content)                                                                                                    | 3D PSHE, Science, DT (appendix 4) |
| The principles of planning and preparing a range of healthy meals                                                                                                                                   | 3D PSHE, Science, DT (appendix 4) |
| The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | 3D PSHE, Science, DT (appendix 4) |

## Drugs, alcohol and tobacco

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| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | 3D PSHE (appendix 4) |
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## Health and prevention

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| How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body | 3D PSHE (appendix 4) |
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| About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer                            | 3D PSHE (appendix 4)          |
| The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | 3D PSHE appendix 4)           |
| About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist             | 3D PSHE Science (appendix 4)  |
| About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing      | 3D PSHE, Science (appendix 4) |
| The facts and science relating to allergies, immunisation and vaccination                                                             | 3D PSHE Science (appendix 4)  |

### **Basic first aid**

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| How to make a clear and efficient call to emergency services if necessary                      | 3D PSHE (appendix 4) |
| Concepts of basic first-aid, for example dealing with common injuries, including head injuries | 3D PSHE (appendix 4) |

### **Changing adolescent body**

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| Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | Journey In Love (appendix 2)<br>3D PSHE, Science (appendix 4) |
| About menstrual wellbeing including the key facts about the menstrual cycle                                                                   | Journey In Love (appendix 2)<br>3D PSHE Science (appendix 4)  |

## **Appendix 2**

### **Coverage of DFE Links in Journey In Love**

| <b>Year Group</b>  | <b>Journey in Love</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>DFE Guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Early Years</b> | <p><b>Aim</b><br/>To explore the wonder of being special and unique</p> <p>1) Social and Emotional Learning Intention:<br/>To recognise the joy of being a special person in my family</p> <p>1) Physical Learning Intention:<br/>To recognise that we are all different and unique</p> <p>2) Spiritual Learning Intention: To celebrate the joy of being a special person in God's family</p> | <p><b>Families and people who care for me</b><br/>That families are important for children growing up because they can give love, security and stability. 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</p> <p><b>Caring friendships</b><br/>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p><b>Respectful relationships</b><br/>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</p> <p><b>Being safe</b><br/>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</p> |

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|               |                                                                                                                                                                                                                                                                                                                                                                                                                   | so. Where to get advice from e.g. family, school and/or other sources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <u>Year 1</u> | <p><b>Aim: To focus on families and specially growing up in a loving, secure and stable home.</b></p> <ol style="list-style-type: none"> <li>1) Social and Emotional<br/>To recognise signs that I am loved in my family.</li> <li>2) Physical<br/>To recognise how I am cared for and kept safe in my family.</li> <li>3) Spiritual<br/>To celebrate ways that God loves and cares for us.</li> </ol>            | <p><b>Families and people who care for me</b><br/>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</p> <p><b>Caring friendships</b><br/>How important friendships are in making us feel happy and secure, and how people choose and make friends That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b><br/>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. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. 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.</p> <p><b>Online relationships</b><br/>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online</p> <p><b>Being Safe</b><br/>What sorts of boundaries are appropriate in friendships with peers and others 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 contact.<br/>How to respond safely and appropriately to adults they may not know</p> |
| <u>Year 2</u> | <p><b>Aim: To describe how we are growing and developing in diverse communities that are God-given.</b></p> <ol style="list-style-type: none"> <li>1. Social and Emotional<br/>To recognise the joy and friendship of belonging to a diverse community.</li> <li>2. Physical To describe ways of being safe in communities.</li> <li>3. Spiritual To celebrate ways of meeting God in our communities.</li> </ol> | <p><b>Families and people who care for me</b><br/>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</p> <p><b>Caring Friendships</b><br/>How important friendships are in making us feel happy and secure, and how people choose and make friends That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p><b>Respectful Relationships</b><br/>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<br/>Practical steps they can take in a range of different contexts to improve or support respectful relationships. 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<br/>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>bullying to an adult) and how to get help</p> <p><b>Being Safe</b><br/> 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 from e.g. family, school and/or other sources 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><u>Year 3</u></p> | <p><b>Aim: To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</b></p> <ol style="list-style-type: none"> <li>1) Social and Emotional To describe and give reasons how friendships make us feel happy and safe.</li> <li>2) Physical To describe and give reasons why friendships can break down, how they can be repaired ad strengthened.</li> <li>3) 3) To celebrate the joy and happiness of living in friendship with God and others.</li> </ol> | <p><b>Families and people who care for me</b><br/> 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.How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p><b>Caring Friendships</b><br/> 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</p> <p><b>Respectful Relationships</b><br/> 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<br/> Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners<br/> The importance of self-respect and how this links to their own happiness<br/> 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. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online Relationships</b><br/> That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online. That people sometimes behave differently online, including by pretending to be someone they are not. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe</b><br/> How to recognise and report feelings of being unsafe or feeling bad about any adult<br/> 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</p> |

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| <b>Year 4</b> | <p><b>Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</b></p> <p>1) Social and Emotional To describe how we all should be accepted and respected.</p> <p>2) Physical To describe how we should treat others making links with the diverse modern society we live in.</p> <p>3) Spiritual To celebrate the uniqueness and innate beauty of each of us.</p> | <p><b>Families and people who care for me</b><br/>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 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</p> <p><b>Caring Friendships</b><br/>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br/>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<br/>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><b>Respectful Relationships</b><br/>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<br/>Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners<br/>The importance of self-respect and how this links to their own happiness<br/>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<br/>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</p> <p><b>Being Safe</b><br/>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 from e.g. family, school and/or other sources. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> |

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| <p><u>Year 5</u></p> | <p><b>Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives</b></p> <p>1) Social and Emotional To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p>2) Physical To show knowledge and understanding of the physical changes in puberty.</p> <p>3) Spiritual To celebrate the joy of growing physically and spiritually.</p> | <p><b>Families and people who care for me</b><br/>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</p> <p><b>Caring Friendships</b><br/>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</p> <p><b>Respectful Relationships</b><br/>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</p> <p>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</p> <p><b>Online Relationships</b><br/>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</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe</b><br/>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 from e.g. family, school and/or other sources. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p><b>Changing adolescent body</b><br/>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p> |
| <p><u>Year 6</u></p> | <p><b>Aim: To develop a secure understanding of what stable, caring relationships</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Families and people who care for me</b><br/>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p>are and the different kinds there may be.</p> <p><b>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</b></p> <p>1) Social and Emotional To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p>2) Physical To explain how human life is conceived.</p> <p>3) Spiritual To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p> | <p>security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p><b>Caring Friendships</b></p> <p>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</p> <p><b>Respectful Relationships</b></p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p><b>Online Relationships</b></p> <p>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</p> <p>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</p> <p>How information and data is shared and used online</p> <p><b>Being Safe</b></p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>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 from e.g. family, school and/or other sources</p> |
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## Relationship and Sex Education



### Introduction

The following is intended as a guide for linking Relationship and Sex Education with *Come and See*. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, PSHE etc.

| <b>EARLY YEARS</b> |                                                  |                                                                                                                                                                                                                                                              |
|--------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MYSELF</b>      | God knows and loves each one                     | <ul style="list-style-type: none"> <li>• Each one's name is important</li> <li>• I am special and have a special name</li> <li>• I have a family name</li> <li>• Everyone is precious to God</li> </ul>                                                      |
| <b>WELCOME</b>     | Baptism a welcome to God's family                | <ul style="list-style-type: none"> <li>• How we are made to feel welcome</li> <li>• How do we show others that they are welcomed?</li> <li>• How is a baby welcomed into a family?</li> </ul>                                                                |
| <b>BIRTHDAY</b>    | Looking forward to Jesus' birthday               | <ul style="list-style-type: none"> <li>• Why do we celebrate birthdays?</li> <li>• What a birthday is</li> <li>• What people do while they wait for a birthday</li> <li>• Some of the ways birthdays are celebrated</li> </ul>                               |
| <b>CELEBRATING</b> | People celebrate in church                       | <ul style="list-style-type: none"> <li>• Why is celebrating important?</li> <li>• What is good about celebrating together?</li> <li>• What a celebration is</li> <li>• Different elements of celebration</li> <li>• Different ways of celebrating</li> </ul> |
| <b>GATHERING</b>   | The parish family gathers to celebrate Eucharist | <ul style="list-style-type: none"> <li>• Why do we gather together?</li> <li>• How we gather as a church/parish family</li> <li>• What are the things that are better done together and why?</li> <li>• The importance of gathering</li> </ul>               |
| <b>GROWING</b>     | Looking forward to Easter                        | <ul style="list-style-type: none"> <li>• The ways in which we grow</li> <li>• That spring is a time when things begin to grow</li> <li>• The ways in which we can grow in love to be more like Jesus</li> </ul>                                              |
| <b>GOOD NEWS</b>   | Passing on the Good News of Jesus                | <ul style="list-style-type: none"> <li>• How they and others feel when they have good news.</li> <li>• The joy and happiness the good news brings</li> <li>• That everyone has good news to share</li> </ul>                                                 |



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| <b>FRIENDS</b>   | Friends of Jesus      | <ul style="list-style-type: none"> <li>• how friends make us feel happy, comfortable and glad</li> <li>• What breaks and mends friendships:</li> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>                                                                                                                                                                      |
| <b>OUR WORLD</b> | God's wonderful world | <ul style="list-style-type: none"> <li>• How wonderful our world is?</li> <li>• How we could make God's world even more wonderful</li> <li>• What would happen if we did not look after our world?</li> <li>• What we love about our world.</li> <li>• What fills us with wonder about our world.</li> <li>• Everyone shares God's world.</li> <li>• How we would feel if we did not work together to share God's world.</li> </ul> |

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| <b>YEAR 1</b>                |                                                 |                                                                                                                                                                                                                                                                                                             |
| <b>FAMILIES</b>              | God's love and care for every family            | <ul style="list-style-type: none"> <li>• How families show love and care for each other.</li> <li>• God's love and care for them and their families.</li> <li>• How God shows love and care for individuals, families and all of creation</li> </ul>                                                        |
| <b>BELONGING</b>             | Baptism an invitation to belong to God's family | <ul style="list-style-type: none"> <li>• What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family.?</li> <li>• Parents are blessed.</li> </ul>                                                   |
| <b>WAITING</b>               | Advent a time to look forward to Christmas      | <ul style="list-style-type: none"> <li>• How we feel when we are waiting</li> <li>• Why waiting can be difficult at times</li> <li>• Others may help us as we wait</li> <li>• We can help others.</li> </ul>                                                                                                |
| <b>SPECIAL PEOPLE</b>        | People in the parish family                     | <ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul> |
| <b>MEALS</b>                 | Mass; Jesus' special meal                       | <ul style="list-style-type: none"> <li>• What important for a happy meal</li> <li>• What makes a family meal special.</li> <li>• Preparation for a meal.</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>                                         |
| <b>CHANGE</b>                | Lent a time for change                          | <ul style="list-style-type: none"> <li>• How the season change.</li> <li>• The ways we change and grow in love and kindness.</li> <li>• How we can change and make a new start in Lent.</li> </ul>                                                                                                          |
| <b>HOLIDAYS AND HOLYDAYS</b> | Pentecost: the feast of the Holy Spirit         | <ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days</li> <li>• What makes holidays happy times</li> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>                      |
| <b>BEING SORRY</b>           | God helps us to                                 | <ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> </ul>                                                                                                                                                                                                                 |

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|                   | choose well                  | <ul style="list-style-type: none"> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices.</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'.</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> <li>• The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.</li> </ul> |
| <b>NEIGHBOURS</b> | Neighbours share God's world | <ul style="list-style-type: none"> <li>• Who is our neighbour?</li> <li>• What makes a good neighbour?</li> <li>• How we can be a good neighbour</li> <li>• What happens if someone is not a good neighbour</li> </ul>                                                                                                                                                                                                                  |

| <b>YEAR 2</b>              |                                                                                  |                                                                                                                                                                                                                                                                                                                               |
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| <b>BEGINNINGS</b>          | God is present in every beginning                                                | <ul style="list-style-type: none"> <li>• How you feel when you begin anything new</li> <li>• Why some beginnings are easy and some are difficult</li> <li>• How we begin our day</li> <li>• How each day is a new beginning.</li> <li>• God cares for everyone.</li> <li>• God being present in all new beginnings</li> </ul> |
| <b>SIGNS &amp; SYMBOLS</b> | Signs and symbols used in Baptism                                                | <ul style="list-style-type: none"> <li>• The meaning and importance of some symbols in life.</li> <li>• The power of symbols to convey meaning</li> <li>• Some of the signs and symbols in daily life</li> </ul>                                                                                                              |
| <b>PREPARING</b>           | Advent; preparing to celebrate Christmas                                         | <ul style="list-style-type: none"> <li>• Why is it necessary to prepare?</li> <li>• What would happen if you didn't prepare?</li> <li>• How you feel when you are preparing for special times?</li> <li>• What is the best way to prepare for Jesus' coming?</li> </ul>                                                       |
| <b>BOOKS</b>               | The books used in Church                                                         | <ul style="list-style-type: none"> <li>• The importance of books in our lives.</li> <li>• The need for books</li> <li>• How books can help us</li> </ul>                                                                                                                                                                      |
| <b>THANKSGIVING</b>        | Mass a special time for saying thank you to God for everything, especially Jesus | <ul style="list-style-type: none"> <li>• How you feel when you thank others</li> <li>• How you feel when you are thanked</li> <li>• Why we thank God our Father</li> <li>• How the parish family can spread the message of thanksgiving and peace.</li> </ul>                                                                 |
| <b>OPPORTUNITIES</b>       | Lent an opportunity to start anew in order to celebrate Jesus' new life          | <ul style="list-style-type: none"> <li>• How each day offers opportunities for good</li> <li>• What helps a person choose well</li> <li>• The opportunity of Lent offers to make a new start.</li> </ul>                                                                                                                      |
| <b>SPREAD THE WORD</b>     | Pentecost a time to spread the Good News                                         | <ul style="list-style-type: none"> <li>• The importance of messages in daily life</li> <li>• The responsibility of passing on messages</li> <li>• The new life of Jesus</li> <li>• How the Holy Spirit helps Christians</li> <li>• Jesus has promised us new life</li> </ul>                                                  |

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| <b>RULES</b>     | Reasons for rules in the Christian family | <ul style="list-style-type: none"> <li>• The importance for ourselves and others of keeping rules.</li> <li>• How rules are necessary in life</li> <li>• How it is sometimes hard to say sorry</li> <li>• How it is sometimes hard to forgive others</li> <li>• The good feeling when people make up</li> <li>• The difference between doing something accidentally and on purpose.</li> <li>• The importance and helpfulness of examining your conscience every day.</li> <li>• A sorry prayer</li> </ul> |
| <b>TREASURES</b> | God's treasure; the world                 | <ul style="list-style-type: none"> <li>• What we treasure</li> <li>• What treasures do we share?</li> <li>• We are God's treasure</li> <li>• How we thank God for the treasures of our world</li> <li>• How we should treat the treasures of this earth</li> </ul>                                                                                                                                                                                                                                         |

| <b>Year 3</b>   |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>HOMES</b>    | God's vision for every family                              | <ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family?</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul> |
| <b>PROMISES</b> | The meaning of the commitment and promises made at Baptism | <ul style="list-style-type: none"> <li>• What is good about being in a group</li> <li>• Why we have rules</li> <li>• The importance of making promises</li> <li>• How some promises are more difficult to keep than others</li> <li>• The link between the promises made the consequences of actions following the promise.</li> <li>• The role of parents and godparents in bringing up the child in the Faith</li> <li>• What it means to live a child of the Light</li> </ul>                                                                                                        |
| <b>VISITORS</b> | The coming of Jesus                                        | <ul style="list-style-type: none"> <li>• How we welcome visitors</li> <li>• How we feel as a visitor</li> <li>• The importance of preparing for visitors.</li> <li>• The joys and demands of visitors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| <b>JOURNEYS</b> | Christian family's journey with Jesus                      | <ul style="list-style-type: none"> <li>• Each year has its special times and seasons</li> <li>• Life is a journey</li> <li>• Who is with you on the journey</li> <li>• What makes it good</li> <li>• difficulties times in the life's journey</li> <li>• What/who helps</li> </ul>                                                                                                                                                                                                                                                                                                      |

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|                                |                                                      | <ul style="list-style-type: none"> <li>• How we help one another on the journey</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>LISTENING &amp; SHARING</b> | Jesus gives himself to us in a special way           | <ul style="list-style-type: none"> <li>• The cost of sharing</li> <li>• The joys of sharing</li> <li>• The importance of listening well and sharing.</li> <li>• The joys and difficulties of listening and sharing</li> <li>• How feelings affect our own and others desire to listen and to share.</li> </ul>                                                                                            |
| <b>GIVING ALL</b>              | Lent a time to remember Jesus' total giving          | <ul style="list-style-type: none"> <li>• Why people are brave and give themselves to others</li> <li>• The demands of total giving in terms of time and giving up something you want to do</li> <li>• How people give themselves to others</li> <li>• Those in need and how we might help them.</li> <li>• Lent an opportunity for giving, growing in goodness.</li> <li>• Jesus' total giving</li> </ul> |
| <b>ENERGY</b>                  | Gifts of the Holy Spirit                             | <ul style="list-style-type: none"> <li>• The energy of wind and of fire.</li> <li>• The best use of power of wind and fire</li> <li>• The inspiration of the Holy Spirit</li> <li>• The power and energy of the Holy Spirit</li> <li>• The prayer to the Holy Spirit</li> <li>• The gifts of the Holy Spirit</li> <li>• Christians can use the gifts of the Holy Spirit to help others.</li> </ul>        |
| <b>CHOICES</b>                 | The importance of examination of conscience          | <ul style="list-style-type: none"> <li>• The meaning of choice and consequence</li> <li>• The importance of making good choices</li> <li>• What helps in making good choices</li> <li>• Consequences of choices</li> <li>• What it means to examine your conscience</li> <li>• How God is always forgiving</li> </ul>                                                                                     |
| <b>SPECIAL PLACES</b>          | Special places for Jesus and the Christian community | <ul style="list-style-type: none"> <li>• How places become special?</li> <li>• What makes a place special?</li> <li>• Special places for you and your family?</li> <li>• Why is our heart a special place?</li> <li>• Keeping our world, a special place?</li> <li>• Why do Christians want to keep the world a special pace?</li> </ul>                                                                  |

#### YEAR 4

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| <b>PEOPLE</b> | The family of God in Scripture                  | <ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>                                                                                             |
| <b>CALLED</b> | Confirmation a time to renew baptismal promises | <ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> </ul> |

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|                               |                                                                 | <ul style="list-style-type: none"> <li>• What help do you need to chose</li> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> <li>• The commitment of people who respond to the call of God</li> </ul>                                                                                                                                                                 |
| <b>GIFT</b>                   | God's gift of love & friendship in Jesus                        | <ul style="list-style-type: none"> <li>• What you value most about the gift of friendship</li> <li>• What you offer others in your friendship</li> <li>• Why the gift of love and friendship is important?</li> <li>• The joys and demands of friendship</li> <li>• The commitment required by the gift of love and friendship.</li> </ul>                                                                                                                                                       |
| <b>COMMUNITY</b>              | life in the local Christian community: ministries in the parish | <ul style="list-style-type: none"> <li>• The meaning of <i>community</i></li> <li>• The advantages of being part of a <i>community</i>?</li> <li>• What helps to build up <i>community</i></li> <li>• The demands of being part of a community?</li> <li>• Why people give time and service in helping others in their community</li> <li>• The causes of a breakdown of a <i>community</i></li> <li>• How the parish community celebrates together and supports one another</li> </ul>          |
| <b>GIVING &amp; RECEIVING</b> | Living in communion                                             | <ul style="list-style-type: none"> <li>• Your experience of giving and receiving.</li> <li>• The importance of giving and receiving?</li> <li>• The joys and demands of giving and receiving?</li> <li>• Why it is important to live in communion</li> <li>• Ways in which we live and grow in communion.</li> <li>• How the Eucharist challenges and enables living and growing in communion?</li> </ul>                                                                                        |
| <b>SELF DISCIPLINE</b>        | Celebrating growth to new life                                  | <ul style="list-style-type: none"> <li>• The experience of giving up something and be very disciplined for a good reason.</li> <li>• How to be self-disciplined</li> <li>• How self-discipline helps people to grow and make the best use of their potential</li> <li>• Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>                                                                                                               |
| <b>NEW LIFE</b>               | To hear & live the Easter message                               | <ul style="list-style-type: none"> <li>• What you do when life is difficult</li> <li>• The experience of good news bringing life. and happiness.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>                                                                                                                                                                                                                                                                   |
| <b>BUILDING BRIDGES</b>       | Admitting wrong, being reconciled with God and one another.     | <ul style="list-style-type: none"> <li>• What makes friendships strong</li> <li>• How decisions about friendship are informed by beliefs and values.</li> <li>• How friendships are built</li> <li>• How friendships may be restored when they have been broken</li> <li>• Sin and the importance of examining of your conscience</li> <li>• The greatest commandment, love of God and others</li> <li>• The meaning of contrition and of absolution</li> <li>• Forgiveness of others</li> </ul> |
| <b>GOD'S PEOPLE</b>           | Different saints show people what God is like.                  | <ul style="list-style-type: none"> <li>• What makes a person do extraordinary things?</li> <li>• How ordinary people do extraordinary things.</li> <li>• The qualities you admire in others</li> <li>• How true happiness can be found</li> <li>• How you can do extraordinary things</li> </ul>                                                                                                                                                                                                 |

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| <b>YEAR 5</b>             |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>OURSELVES</b>          | Created in the image and likeness of God                   | <ul style="list-style-type: none"> <li>• Talents and qualities, you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| <b>LIFE CHOICES</b>       | Marriage, commitment and service                           | <ul style="list-style-type: none"> <li>• The ingredients of a good friendship</li> <li>• What fidelity means and how it applies to friendship</li> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship?</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What is means to be committed</li> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul> |
| <b>HOPE</b>               | Advent; waiting in joyful hope for Jesus; the promised one | <ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things.</li> <li>• Why waiting is a mystery</li> <li>• How you can best use the time you spend waiting and what might help you</li> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between <i>hope</i> and <i>expect</i></li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul>                                                                                                                                                                                                                                    |
| <b>MISSION</b>            | Continuing Jesus' mission in diocese. [ecumenism]          | <ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission?</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>MEMORIAL SACRIFICE</b> | The Eucharist; the living memorial of Jesus                | <ul style="list-style-type: none"> <li>• Why memories are important</li> <li>• How it is possible to keep important memories alive</li> <li>• About sacrifice in daily life</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>SACRIFICE</b>                    | Lent a time of giving in order to celebrate the sacrifice of Jesus | <ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>                                                                                                                                                                                                                                                                                                               |
| <b>TRANSFORMATION</b>               | Celebration of the Spirit's transforming power                     | <ul style="list-style-type: none"> <li>• How people can use the energy of their minds for the good of others.</li> <li>• How people can use time and physical energy for the well-being of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li> <li>• How we can use the energy from the earth's resources in a fair and sustainable way.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>                                                                                                                                                                                                                      |
| <b>FREEDOM &amp; RESPONSIBILITY</b> | Commandments enable Christians to be free & responsible            | <ul style="list-style-type: none"> <li>• What freedom parents have a right to</li> <li>• What freedom children have a right to.</li> <li>• What is responsible and irresponsible behaviour.</li> <li>• How rules can bring freedom</li> <li>• How people know the boundaries that their personal freedom gives them.</li> <li>• How freedom and responsibility are linked.</li> <li>• How people's perception of what their freedom allows may conflict with the expectation of others.</li> <li>• How importance of the Ten Commandments for Christians today.</li> <li>• How the Beatitudes show us a positive way of life.</li> <li>• Jesus teaching on the greatest commandments, love of God and others.</li> </ul> |
| <b>STEWARDSHIP</b>                  | The Church is called to stewardship of Creation                    | <ul style="list-style-type: none"> <li>• What I really care about</li> <li>• Showing concern for what I care for</li> <li>• The meaning of stewardship</li> <li>• Understanding the wonders of God's creation</li> <li>• People are made in the image and likeness of God</li> <li>• Christians can be good stewards.</li> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> <li>• The importance of ecology</li> </ul>                                                                                                                                                                                                                                                            |

**YEAR 6**

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| <b>LOVING</b> | God who never stops loving | <ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other?</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> <li>• What it means to be truly loving</li> <li>• How people show unconditional love to others</li> <li>• The beliefs and values which have inspired and influenced</li> </ul> |
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|                                |                                                    | <p>you to be loving?</p> <ul style="list-style-type: none"> <li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</li> <li>• The challenge these passages present to Christians.</li> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means.</li> <li>• By living in God's way, as Jesus showed us, we can grow in love.</li> </ul>                     |
| <b>VOCATION AND COMMITMENT</b> | The vocation of priesthood and religious life      | <ul style="list-style-type: none"> <li>• What it means to be committed?</li> <li>• Why people are committed?</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction</li> </ul> <p>Responding to the call of Jesus<br/>Our mission in living out our baptismal vows</p>                                                                                              |
| <b>EXPECTATIONS</b>            | Jesus born to show God to the world                | <ul style="list-style-type: none"> <li>• The expectations you have of yourself</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down?</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting.</li> <li>• The meaning of Advent</li> </ul>                                                      |
| <b>SOURCES</b>                 | The Bible, the special book for the Church         | <ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books.</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>                                                                                                       |
| <b>UNITY</b>                   | Eucharist enables people to live in communion.     | <ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul> |
| <b>DEATH &amp; NEW LIFE</b>    | Celebrating Jesus' death and resurrection          | <ul style="list-style-type: none"> <li>• The effect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss?</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>                                                                                          |
| <b>WITNESSES</b>               | The Holy Spirit enables people to become witnesses | <ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> <li>• Examples of modern witnesses</li> <li>• The witness of a local charity,</li> </ul>                                                                                                                                                                                                            |



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| <b>HEALING</b>     | Sacrament of the Sick                  | <ul style="list-style-type: none"> <li>• Showing compassion and care for those who are ill</li> <li>• Our attitude towards those people are ill in their minds</li> <li>• Helping, caring and understanding those with a learning disability.</li> <li>• What gives a person comfort when they are very ill</li> <li>• Why people give time and commitment to caring for others</li> <li>• Why we care for the sick</li> <li>• The Sacrament of Anointing brings comfort to those who are sick</li> <li>• The Christian responsibility for caring for these in need</li> </ul> |
| <b>COMMON GOOD</b> | Work of Christians for the good of all | <ul style="list-style-type: none"> <li>• How we build a fair and just world</li> <li>• The difference between fairness and justice, unfairness and injustice</li> <li>• Helping to promote the dignity and common good of one another</li> <li>• Beatitudes; a guide from Jesus about how to live life.</li> <li>• The ways we can act justly, love tenderly and walk humbly with God</li> <li>• How Christians can work for the common good</li> <li>• Something about Catholic Social Teaching</li> </ul>                                                                    |

## Appendix 4

**Cross Curricular RHSE**  
**St Patrick's Catholic Primary School**  
**Tracking RSHE Across the Wider Curriculum**

|                  |                                                     |                                                                                                                                                                                                                                                                                                                                          |
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| <b>Reception</b> | <b>PSHE</b><br>Please see PSHE Map below appendix 6 |                                                                                                                                                                                                                                                                                                                                          |
|                  | <b>Understanding the World</b>                      | <p>Exploration and Investigation- They will learn to identify and name different body parts, including the senses. Recognise changes in the body. Identify obvious similarities and differences when exploring and observing.</p> <p>Exploration and Investigation-<br/>Parts of a plant, planting seeds and observing and recording</p> |

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|               |                                                     | growth. Life cycles of a frog and butterfly. Match and name animals and their young.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|               | PE                                                  | Varying PE sessions focusing on positivity, achievement, teamwork and skill development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Year 1</b> | <b>PSHE</b><br>Please see PSHE Map below appendix 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|               | <b>Science</b>                                      | 1. Making observational drawings and labelling parts of the human body.2. Use x-rays to compare and describe the structure of common animals including humans. 3. Blindfold senses exploration: blind tastings, smells, and touch tests. 4. Compare and contrast small world animals/real animals.5. Identifying and grouping toy animals: Fish, amphibians, reptiles, birds and mammals. 6. Pond-dipping - learning how to take care of animals taken from the local environment and how to return them safely.                                                           |
|               | <b>Computing</b>                                    | 1-Internet safety - learn about exciting places online whilst<br>2-Information literacy - searching the internet<br>3-Privacy & security - handling requests for personal information from online sites<br>4-Information Literacy & Copyright / creative credit - taking ownership of<br>5 - relationships & communication - how emails can help connect families and remaining safe their digital work, putting name and date on. communities.                                                                                                                            |
|               | <b>DT</b>                                           | Teddy Bear's Picnic<br>Use the basic principles of a healthy and varied diet when preparing a dish. Know where different vegetables come from. Use ingredients.                                                                                                                                                                                                                                                                                                                                                                                                            |
|               | PE                                                  | Varying PE sessions focusing on positivity, achievement, teamwork and skill development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Year 2</b> | <b>PSHE</b><br>Please see PSHE Map below appendix 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|               | <b>Science</b>                                      | 1. Research using secondary sources what humans need to stay healthy. 2. Investigate different soaps to see which is best at preventing bacteria growing on bread.3. Research using secondary sources what animals need for survival. 4. Pond dipping to observe frog lifecycle. 5. Use secondary resources to research the life cycle of a bird, a human, another mammal and a reptile. 6. Weigh a growing animal weekly. Observe and describe how it changes.7. Take samples of children from every year group and record their height.                                  |
|               | <b>Computing</b>                                    | 1-Internet safety - choosing appropriate websites and avoiding unsuitable ones<br>2-Digital footprint & reputation / privacy and security - nothing is completely deleted online and managing their digital footprint<br>3-Cyberbullying / Relationships & communication - explore meaning of cyberbullying and how to react if they encounter it<br>4-Information Literacy - keyword searching as effect method to locate information online<br>5-Information Literacy - criteria for rating informal websites and impact of using poor quality websites and information. |
|               | <b>DT</b>                                           | Pizza making<br>Use ingredients. Use and talk about the basic principles of a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|               |                                                     | healthy diet when preparing a dish. Know where different dairy and meat products come from.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|               | PE                                                  | Varying PE sessions focusing on positivity, achievement, teamwork and skill development                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Year 3</b> | <b>PSHE</b><br>Please see PSHE Map below appendix 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|               | <b>Science</b>                                      | 1. Compare and contrast the foods of different animals and group them based on their diets. 2. Use secondary research to explore food groups and design balanced meals based on findings. 3. Use heart monitors to explore the effects of different drinks on resting heart rates e.g. water, orange juice, cola. 4. Classify and group animals into groups such as vertebrates and invertebrates and those with skeletons and exoskeletons. 5. Make a model arm using balloons to represent muscles and observe how muscles contract and relax in pairs. |
|               | <b>Computing</b>                                    | 1-Privacy & security - use of passwords and creating strong, secure passwords<br>2 - Relationships & communication - how online communications can bring communities and people together<br>3-Information Literacy- examine product websites and how their purpose is to sell items.<br>4-Relationship & communication - compare in-person and online communications and how to write clear, respectful messages online.<br>5-Relationships & communication - effective communication via email - the purpose and audience applicable to their tone.      |
|               | <b>DT</b>                                           | Hummus<br>Understand and apply the principals of a healthy and varied diet when preparing a snack. Prepare a cold savoury dish using a range of techniques. Understand seasonality and have designed a product based on what herbs are available. Help grow some of the herbs that will be used. Understand how some foods have been processed (oil manufacturing)                                                                                                                                                                                        |
|               | PE                                                  | Varying PE sessions focusing on positivity, achievement, teamwork and skill development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Year 4</b> | <b>PSHE</b><br>Please see PSHE Map below appendix 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|               | <b>Science</b>                                      | 1. Make a simple model of a human digestive system (teeth, stomach, intestine). 2. Design a fair test to investigate how long teeth should be brushed for to remove plaque (use disclosure tablets). 3. Set up a fair test to investigate the effect of different drinks on tooth decay. 4. Investigate which toothpaste brand is best at protecting teeth from decay. 5. Explore an animal skull and research whether it is omnivore, carnivore or herbivore based on its teeth. 6. Use secondary research to explore food chains in a range of habitat  |
|               | <b>Computing</b>                                    | 1-Self-image & identity and Relationships & communication - responsible and respectful offline<br>2-Privacy&security and information literacy - protecting identity from online theft, sharing information<br>3- Internet safety & cyberbullying - what actions can they take to stand up to cyberbullies                                                                                                                                                                                                                                                 |

|               |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                     | <p>4 - Information literacy - strategies to increase accuracy of searches.</p> <p>5- Creative credit &amp; copyright / information literacy - using copy righted work is plagiarism - when and how it's okay and online. to use the work of others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
|               | <b>DT</b>                                           | <p>American Food</p> <p>Understand and apply the principals of a healthy and varied diet when preparing a meal. Prepare a hot savoury dish using a range of techniques. Cook a savoury dish using a range of techniques. Understand seasonality and design a product based on what vegetables are available. Help grow some of the vegetables used in a design. Understand how some of the foods used have been reared and processed.</p>                                                                                                                                                                                                                                         |
|               | <b>PE</b>                                           | Varying PE sessions focusing on positivity, achievement, teamwork and skill development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Year 5</b> | <b>PSHE</b><br>Please see PSHE Map below appendix 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|               | <b>Science</b>                                      | <p>1. Research and compare the lifecycle of the following animals: newt, honey bee, elephant and duck. 2. Observe changes in an animal over time: duckling.3. Visit a farm in Spring time to learn about reproduction in mammals. 4. Investigate using secondary sources the work of naturalists David Attenborough or Jane Goodall.5. Investigate the life cycle of a spider plant over a number of weeks to observe asexual reproduction in plants. 6. Grow a chilli plant from seed and pollinate it by hand to learn about reproduction in plants. 7. Propagate succulents from cuttings. 8. Research and compare the life cycles of a potato and a bean plant.</p>           |
|               | <b>Computing</b>                                    | <p>1-privacy &amp; security - creating strong, secure password to increase online protection</p> <p>2-relationships &amp; communication / self-image &amp; identity - common expectations to create a strong digital community.</p> <p>3-Privacy &amp; security - what spam is and what form it takes. Strategies in dealing with spam.</p> <p>4-Information literacy - importance in citing sources when doing research. Writing bibliographical citations for online sources</p> <p>5-Creative credit &amp; copyright / information literacy / self-image &amp; identity - how photos can be altered online, the distortion of beauty and health through image manipulation</p> |
|               | <b>Design Technology</b>                            | <p>Making bread</p> <p>Understand and apply the principals of a balanced diet when baking savoury bread. Prepare a dish using a range of techniques. Cook a dish using a range of techniques. Understand seasonality and preserving and have designed a product based on what is available. Understand how some of the ingredients in a product have been processed (flour manufacturing).</p>                                                                                                                                                                                                                                                                                    |
|               | <b>PE</b>                                           | Varying PE sessions focusing on positivity, achievement, teamwork and skill development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Year 6</b> | <b>PSHE</b><br>Please see PSHE Map below appendix 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|--|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Science</b>           | 1. Make a model of a backbone and explain how it bears weight. 2. Use x-rays of animals to classify to identify vertebrates. 3. Investigate using secondary sources the work of Carl Linneaus and his work on classification. 4. Use the school pond to dip for and classify animals in the immediate environment. 5. Select the leaves and/or flowers of a selection of plants in the school grounds and design a classification key for them. 6. Make a complex model of a human digestive system (teeth, pancreas, stomach, liver, small and large intestines). 7. Dissect a lamb's/pig's heart. 8. Use heart monitors to explore the effects of different forms of exercise on resting heart rates. |
|  | <b>Computing</b>         | 1-Internet safety / relationships & communication - developing rewarding relationship online but not revealing private information.<br>2- Relationships & communication / self-image and identify - how to help resolve poor digital citizenship if they witness it<br>3 - Privacy & security - identify secure sites looking at privacy policies and settings<br>4 - Cyberbullying / Relationships & communication - strategies to deal with cyberbullying and comparison with in person bullying<br>5 - Information literacy / self image & identity - explore the powerful role media plays in shaping our ideas.                                                                                    |
|  | <b>Design Technology</b> | Making Burgers<br>Understand and apply the principals of a balanced diet when preparing a meal for someone else. Apply the principals of a healthy diet. Prepare a savoury dish using a range of techniques. Cook a savoury dish using a range of techniques. Understand seasonality and design a product based on what meat products are available. Help to grow some of the vegetables used in a product. Understand how some of the ingredients used in a product have been processed (meat).                                                                                                                                                                                                        |
|  | <b>PE</b>                | Varying PE sessions focusing on positivity, achievement, teamwork and skill development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Appendix 5

### **Statutory Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 children learn:**

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

**In Key Stage 2 children learn:**

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle