



Little Way Catholic
Educational Trust

Relationship, Health and Sex Education Policy

Approved by:	Board	Date: Nov 2024
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Context

“Any behaviour which undermines someone’s dignity is completely unacceptable and must be challenged in the context of a Christian community, which seeks to model God’s love and the values of His Kingdom.” (Pope Benedict)¹

In LWCET schools, children will be taught that everyone has an inherent dignity because we are made in the image and likeness of God. There is an expectation that space is made in the curriculum for RHSE as ‘we never stop learning how to love.’ (Learning to Love; 2017; Bishop’s Conference).

The LWCET RHSE Policy is based upon a policy which was originally developed in 2020 by the Little Way Partnership, after online consultation (during the covid-pandemic) with parents. This consultation was informed by guidance produced by Ten:Ten Resources². At the time, the approach was recognised as exemplary practice by the Department for Education (DFE).

LWCET has since revisited and revised the policy to ensure it remains current and relevant. This has included reviewing the RHSE curriculum content and consulting with parents, pupils, Local Governance Committees (LGCs) and Clifton Diocesan Advisers.

Responding to DfE Guidance

The DfE guidance in relation to Relationship, Health and Sex Education (RHSE) is clear that *“children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”*³.

Within the context of detailed DfE guidance, LWCET’s schools aim to:

1. develop pupil’s knowledge and understanding of themselves as sexual beings, appreciating what it means to be fully human and called to live in healthy relationships which are informed by moral decisions in conscience.
2. Focus on the building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.”¹

The curriculum topics will therefore include: families and the people who care for me; caring friendships; respectful relationships (inc. online relationships and being safe).

Statutory Curriculum Requirements

All schools are obligated to cover the statutory elements of RHSE as outlined in the National Curriculum for Science. However, LWCET’s commitment to incorporating RHSE into the curriculum extends beyond mere compliance with legal requirements.

Rationale

‘I have come that you might have life and have it to the full.’ *John.10.10*

¹ Encyclical Letter: Caritas in Veritate, of the Supreme Pontiff, Benedict XVI , 29 June, 2009

² Ten:Ten Resources stated mission is to *“nurture spiritual growth, personal development and social responsibility by sharing inspiring, creative content through a Catholic lens”*.

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. p4

Learning to Love; Bishop’s Conferneec of England & Wales; 2017

Our approach to developing the Relationships, Health and Sex Education (RHSE) curriculum is informed by our belief in the unique dignity of the human person made in the image and likeness of God. More specifically, our approach to RHSE is rooted in the Catholic Church's teaching about the human person and is 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 a loving relationship and embracing all people and all creation. As a consequence of our Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflecting God's beauty, and sharing in the divine creativity.

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

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, our RHSE curriculum will be firmly embedded in the PSHE framework, as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. Our RHSE curriculum will:

- Be centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for relationships as being developmental, while enabling the dangers and risks involved to be understood and appreciated.
- Emphasise the central importance of marriage and the family (in accordance with the Church's moral teaching), while acknowledging that all pupils have a fundamental right to have their life respected, whatever household they come from.
- Prepare all our pupils for life in modern Britain.

Values and Virtues

LWCET schools will uphold Catholic values relating to the importance of stable relationships, marriage and family life. These are enshrined within the 'Life to the Full' scheme of work, which promotes faith, hope, love, wisdom, justice, fortitude, temperance and prudence.

LWCET schools will promote the virtues which are essential in responding to God's call to love others, respecting their dignity and the dignity of the human body.

Aims

LWCET's mission commits schools to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional). The RHSE curriculum is an integral part of this education. In achieving our mission, schools will endeavour to raise pupils' self-esteem, to help them to grow in knowledge and understanding, to recognise the value of all persons and to develop caring and sensitive attitudes. It is in this context that LWCET schools commit themselves to working in partnership with

parents, to provide children and young people with a “positive and prudent sexual education”⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity of pupils, and is rooted in a Catholic vision of education and the human person.

Subject Content

There are three overarching aspects of the RHSE curriculum: attitudes and values; knowledge and understanding and personal and social skills. These will be promoted through the LWCET ethos and culture of each school and through cross-curricular project work and the specific RSHE curriculum. Further details relating to curriculum content can be found in appendix A

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, LWCET schools will ensure that pupils are offered a balanced programme which is fully compliant with legal requirements. The RHSE curriculum will teach pupils factual information such as scientific facts whilst helping pupils to explore different viewpoints. LWCET schools will ensure that pupils are always taught how to stay safe and healthy and understand their rights as individuals.

A variety of teaching strategies will be used in the delivery of RHSE, these include, but are not limited to: project learning, reflective activities, group work and discussion, role-play, trigger drawings and assessed activities which build on prior learning. A variety of resources will be used to support teaching and learning, including video and film and visiting speakers.

Objectives

In teaching relationships, health and sex education, LWCET schools aim to develop the following **attitudes and virtues**:

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

In teaching relationships, health and sex education, LWCET schools aim to develop the following **personal and social skills**:

⁴ *Gravissimum Educationis* 1

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

In teaching relationships, health and sex education, LWCET schools aim to develop the following **knowledge and understanding**:

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

Outcomes

Inclusion and Adapted Learning

LWCET schools will ensure that the delivery of RHSE is sensitive to the different needs of individual pupils in respect of their different abilities, levels of maturity and personal circumstances, for example, pupil's sexual orientation, faith or cultural heritage. Where appropriate, differentiated support will enable all pupils to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of groups of pupils.

RHSE will be taught in a way that does not subject pupils to discrimination. Lessons will, however, help children to understand the nature and consequences of discrimination, teasing, bullying, aggressive behaviour (including cyber-bullying) and discriminatory language. Pupils will learn how to respond to such behaviour and how to ask for help.

Equalities Legislation

LWCET will comply with its responsibilities under the Equalities Act 2010 and will ensure that LWCET schools strive to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sexual or gender identity, religion or sexual orientation.

Controversial or Sensitive issues

The RHSE curriculum will sometimes involve the discussion of sensitive or controversial issues. This may include matters such as family structures, forms of conception, gender (Refer to: 'Intricately Woven by the Lord'). During these lessons, where such matters are discussed and questions arise, they will be dealt with sensitively and discreetly. The purpose of the curriculum is to educate children, whilst protecting them from harm and/or exploitation by discussing issues openly within the context of the RHSE programme. Where difficult or sensitive matters are being explored, this may include establishing ground rules, agreed between teachers and pupils, to create a supportive climate for discussion.

There may be occasions when it would not be appropriate for teachers to answer questions or discuss matters during class time. For example, where a matter is of a personal nature, where a disclosure is made or where comments are deliberately controversial.

Supporting Pupils Who Are At Risk

Teachers need to create a safe and secure environment in which RHSE takes place. Effective RHSE teaching will provide opportunities for discussion of what is and is not appropriate in relationships. Teachers must be mindful of their safeguarding responsibilities and refer to the LWCET Safeguarding Policy if they are concerned about a pupil. If a pupil makes a disclosure in class, the teacher must immediately inform the designated senior member of staff with safeguarding responsibility.

Confidentiality and Advice

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in RHSE. As part of the school's pastoral support, teachers will always help pupils facing personal difficulties. However, in line with LWCET's Safeguarding Policy, teachers will explain to pupils that they cannot offer confidentiality in matters which they consider to be a safeguarding concern. For more information about how to manage a safeguarding concern, please see LWCET's safeguarding policy.

LWCET is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. LWCET follow Gloucestershire Safeguarding Children's Executive Procedures. For more information go to www.gscb.org.uk.

Parents and Carers

LWCET schools recognise the importance of working in partnership with parents and carers as a child's first educators. As a Catholic Trust, LWCET schools provide the principal means by which the Church assists parents and carers in being the primary and first educators of their children. Schools will therefore support parents and carers by providing material to be shared with their children at home upon request and will inform parents prior to some of the more sensitive specific aspects of RHSE being taught in order that they can pre-teach themselves at home and/or be prepared to talk and answer questions about their children's learning at home.

In addition, Ten:Ten Resources have developed a parent portal to help parents and carers to learn more about the RHSE curriculum and to support them in working alongside their child as they progress on their learning journey. LWCET schools will encourage parents and carers to review the resources used by the school so that they have confidence that the school's RHSE programme meets their child's needs.

Right to Withdraw

Parents continue to have the right to withdraw their children from sex education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Head Teacher who will have a conversation with them to ensure they have resources to be able to teach their child themselves.

We believe that the controlled environment of the classroom is the safest place for the RHSE curriculum to be learned following the safety of their home.

The publication, Relationship & Sex Education in Catholic Schools (Oct 2020), is helpful to refer to for parents who are concerned about teaching such aspects of RHSE in our schools.

Visitors and Guest Speakers

Outside agencies or guest speakers, such as health specialists, may be called upon to support with the development and delivery of certain aspects of the RHSE curriculum. Such visits will always complement the schemes of work and never substitute or replace teacher-led sessions.

LWCET schools will fully brief visitors regarding the school's expectations about any visit. Any visitor must adhere to the code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁵ and Ten Ten's checklist for school visitors.

Health professionals are required to follow all LWCET policies, minimising the potential for disclosures or inappropriate comments by using agreed ground rules and distancing techniques. LWCET schools will ensure that all teaching is rooted in Catholic principles and practice.

⁵ CES Checklist for External Speakers to School, 2016

Roles and Responsibilities for implementation, monitoring & evaluation

LWCET Directors

1. Ratify the RHSE policy
2. Ensure the RHSE policy is consistent with related policy documentation and the values and ethos of the Trust
3. Review composite outcomes and feedback to inform policy decisions in relation to the Trust-wide development of RHSE

Local Governance Committees

1. Monitor and evaluate the impact of the RHSE curriculum on outcomes for all pupils in individual schools
2. Make recommendations to the LWCET Directors about future RHSE Trust-wide policy
3. Hold the Headteacher to account for the development and delivery of RHSE in the school

Headteacher and RHSE co-ordinator

1. Ensure consistent implementation and application of the RSHE policy across the school, liaising with the LGC, parents and carers, the Diocesan Schools' Service and the Local Authority and other agencies, as appropriate
2. Develop the RHSE programme, alongside the RHSE co-ordinator, ensuring that the curriculum provides proper and adequate coverage of relevant National Curriculum Science topics and integrate elements of RHSE into RE and PSHE
3. Monitor and evaluate the quality of provision and outcomes in RHSE, at least biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.
4. Ensure that RHSE is taught in accordance with the Catholic ethos of the Trust and its schools
5. Support staff with curriculum delivery, disseminate relevant information and facilitate in-service training
6. Ensure information relating to the RHSE curriculum is available to parents and carers
7. Periodically consult with parents and teachers to inform the development of policy and practice
8. Ensure that parents and carers know of their right to withdraw their children from parts of the curriculum and provide them with material resources to teach their child themselves in this situation
9. Familiarise themselves with the publications: Relationships & Sex Education in Catholic Schools (2020), Learning to Love (2017) and Intricately Woven by the Lord.

All teaching and support staff

1. Familiarise themselves with the expectations of the RHSE policy
2. Familiarise themselves with the publications: Relationships & Sex Education in Catholic Schools (2020) & Learning to Love (2017)
3. Deliver the RHSE curriculum

4. Role model good, healthy and positive professional relationships with other staff, adults, parents and pupils
5. Contribute to the development of pupils' personal and social skills through the delivery of the RHSE curriculum and actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils

Related Policies

Safeguarding Policy

SEND Policy

Appendix 1 Programme of Study/Curriculum Content

The curriculum content, '**Life to the Full**' is split into 3 Key modules:

- **Created and Loved by God:** Me, my body and my health; Emotional well-being and Life cycles
- **Created to love others:** Personal Relationships and Keeping Safe
- **Created to live in community:** Living in the wider world

By the end of **EYFS**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God!
	Me, My Body and My Health	We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Our bodies are good and made by God
	Emotional Well-Being	That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another A language to describe their feelings
	Life Cycles	That there are natural life stages from birth to death, and what these are important.
Created to Love Others	Religious Understanding	That we are part of God's family; Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us
	Personal Relationships	To identify 'special people' (our parents, carers, friends, teachers, TPs, parish priest, CAFAWs) and what makes them special; The importance of family and different family set-ups e.g. adoption; The importance of being close to and trusting special people and telling them if something is troubling us. How our behaviour affects other people;

		<p>The characteristics of positive and negative relationships; That there are different types of teasing and that all bullying is wrong and unacceptable.</p> <p>To recognise when they have been unkind to others and say sorry. To recognise when people are causing harm to them and others and how to respond; To know that when we cause harm to others, we harm God also and should repair our relationship with Him as well; To know that we should forgive like Jesus forgives.</p>
	Keeping Safe	<p>Know about safe and unsafe situations, including online.</p>
		<p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p>
		<p>That they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers, CAFAWs and our parish priest. Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them.</p>
Created to Live in Community	Religious Understanding	<p>That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.</p>
		<p>What a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this, e.g. Jesus' teaching on who is my neighbour. No matter how small our offerings, they are valuable to God and He can use them for his glory.</p>
	Living in the Wider World	<p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which they live.</p>

By the end of **Key Stage One**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
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<i>Created and Loved by God</i>	Religious Understanding	That we are created individually by God; That God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; That we are created as a unity of body, mind and spirit: who we are matters and what we do matters; That we can give thanks to God in different ways.
	Me, My Body and My Health	That we are unique, with individual gifts, talents and skills.
		That our bodies are good; The names of the parts of our bodies including the correct names for genitalia; That girls and boys have been created by God to be both similar and different.
		That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc.); That we can use language to describe our feelings
	Emotional Well-Being	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). A language to describe our feelings.
That feelings and actions are two different things, and that our good actions can 'form' our feelings and our character and vice versa.		
Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;		
Life Cycles	That there are natural life stages from birth to death, and what these are.	
<i>Created to Love Others</i>	Religious Understanding	That we are part of God's family; That Jesus died on the cross so that we would be forgiven; that saying sorry is important and can mend friendships; That Jesus cared for others and had expectations of them and how they should act; That we should love other people in the same way God loves us.
	Personal Relationships	To identify 'special people' (our parents, carers, friends, teachers, TPs, parish priest, CAFAWs) and what makes them special; The importance of family and different family set-ups e.g. adoption; The importance of being close to and trusting special people and telling them if something is troubling us. How our behaviour affects other people; The characteristics of positive and negative relationships;

Created to Live in Community		That there are different types of teasing and that all bullying is wrong and unacceptable. To recognise when they have caused harm to others and seek to repair the harm caused; To recognise when people are causing harm to them and others and how to respond; To know that when we cause harm to others, we harm God also and should repair our relationship with Him as well; To know that we should forgive like Jesus forgives.
	Keeping Safe	Actively participate in activities such as ‘Smartie the Penguin’ story; Answer questions to know what is and isn’t safe online; Whom they can go to to talk about anything they feel uncomfortable about, particularly online.
		The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them; How to resist pressure when feeling unsafe.
		That they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers, CAFAWs and our parish priest.
	Religious Understanding	That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.
		What a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this, e.g. Jesus’ teaching on who is my neighbour.
Living in the Wider World	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);	

By the end of **Lower Key Stage Two**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	That we are created individually by God who is love, designed in His own image and likeness; That God made us with the desire to be loved and to love and ‘to make a difference’: each of us has a specific purpose (vocation); That every human life is precious from the beginning of life (conception) to natural death; That personal and communal prayer and worship are necessary ways of growing in our relationship with God; That in Baptism God makes us His adopted children and ‘receivers’ of His love; That it is important to make a nightly examination of conscience.

		That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Me, My Body and My Health	That similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; That self-confidence arises from being loved by God (not status, etc.).
		That there is a need to respect and look after our bodies as a gift from God through what we wear, what we eat and what we physically do
		What the term puberty means; When we can expect puberty to take place; That puberty is part of God's plan for our bodies.
		What changes will happen to boys during puberty; What changes will happen to girls during puberty.
	Emotional Well-Being	That emotions change as we grow up (including hormonal effects); To deepen our understanding of the range and intensity of our feelings; What 'emotional well-being' means; That positive actions help emotional well-being (beauty, art, etc. lift the spirit); That talking to trusted people (e.g. parents/carers/teacher/CAFAW/parish priest helps our emotional well-being).
Recognise that images in the media do not always reflect reality and can affect how people feel about themselves.		
That some behaviour is wrong, unacceptable, unhealthy and risky; That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.		
Life Cycles	That we were individually made by God with the help of our parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fit into the cycle of life; That throughout our lives human beings act at three integrated levels: physical, psychological and spiritual.	
Created to Love Others	Religious Understanding	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Personal Relationships	Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships need rebuilding; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;

Created to Live in Community		The difference between a group of friends and a 'clique'. Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; About harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
	Keeping Safe	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; To use technology safely; That just as what we eat can make us healthy or ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if we encounter inappropriate materials or messages.
		To use technology safely; That bad language and bad behaviour are inappropriate;
		To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
Created to Live in Community	Religious Understanding	That God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; That the human family is to reflect the Holy Trinity in mutual charity and generosity.
		That the Church family is comprised of home, school and parish (which is part of the diocese).
	Living in the Wider World	That God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

By the end of **Upper Key Stage Two**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	That physically becoming an adult is a natural phase of life. That lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! That we are made to love and be loved.
		That similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; That self-confidence arises from being loved by God (not status, etc.).
	Me, My Body and My Health	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls/boys will experience during puberty;

		About the need to respect our bodies as a gift from God to be looked after well, and dressed appropriately; That there is a need for modesty and appropriate boundaries.
		How to make good choices that have an impact on their health, e.g., rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
	Emotional Well-Being	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves
		To deepen our understanding of the range and intensity of our feelings; That some behaviour is wrong, unacceptable, unhealthy or risky.
		That emotions change as we grow up (including hormonal effects); That also openness with trusted parents/carers/ teachers when worried ensures healthy well-being.
		The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images
	Life Cycles	How a baby grows and develops in its mother's womb.
		<i>Basic scientific facts about sexual intercourse between a man and woman; Recognition of same-sex relationships (could be through use of books such as Heather Has Two mummies, Donavon's Big Day and Kind and King)</i>
		<i>The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.</i>
		About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation including reusable options to support, care and protect God's creation.
Created to Love Others	Religious Understanding	That God calls us to love others. Ways in which we can participate in God's call to us.
	Personal Relationships	That pressure comes in different forms, and what those different forms are; That there are strategies that they can adopt to resist pressure.
		What consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.
		Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact on their actions; Apply this approach to personal friendships and relationships.
Keeping Safe	Recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely.	

		<p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p>
		<p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</p>
		<p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers, CAFAWs and priests.</p>
<i>Created to Live in Community</i>	Religious Understanding	<p>That God is Trinity - a community of persons</p> <p>That the Church is the Body of Christ.</p> <p>Develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:</p> <ul style="list-style-type: none"> Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
	Living in the Wider World	<p>To apply the principles of Catholic Social Teaching to current issues.</p> <p>To find ways in which they can spread God's love in their community.</p>