

**Our Lady of Perpetual Succour  
Catholic Primary School**

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**Relationships, Sex and Health Education  
Policy (RSHE)**



*We learn to love everyone as Jesus loves us*



## OUR LADY OF PERPETUAL SUCCOUR CATHOLIC PRIMARY SCHOOL

*We learn to love everyone a Jesus loves us.*

### **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 Health Education (RSHE) 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 RSHE 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. RSHE, 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) RSHE 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**

Our Lady of Perpetual Succour 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, Sex and Health Education (RSHE) 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 curriculum intent will be met by through our lifestyle in school and through the subjects of Religious Education, Science and by way of a cross-curricular links with other subjects of the curriculum. The RSHE programme also has links with the Come and See programme (Please see Appendix 1). Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

We acknowledge that parents and carers are the key persons for children learning about relationships and sex; the foremost educators. Our role and our programme simply complement their role in nurturing their children's human wholeness. All elements of PSHE and Citizenship at Key Stage 1 and 2, are covered. Significant aspects of sex and relationship education remain part of the DFE Statutory Relationships and Statutory Science (Appendix 3)

### **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at Our Lady of Perpetual Succour 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 Our Lady of Perpetual Succour 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, Sex and Health 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 and governors. The consultation and policy development process involved the following steps:

1. Review: The following staff have led the review, Mrs P.McGuffie and Mrs A Heston using the following documentation.
  - Journey in Love 2020
  - CES RSE Guide 'Learning to Love'
  - PHSE Association statutory guidance 2020
  - National Curriculum 2014
  - Our Lady's bespoke curriculum subject maps
  - RSHE/PHSE/Curriculum map
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Autumn 2023
- Parent/stakeholder consultation – policy shared at parents meeting arranged for 6<sup>th</sup> December 2023.
- Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education. Key stage 1 and 2 pupil questionnaire.
- 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 and Health 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.

We have adapted a cross curricular approach to integrate using a variety of curriculum resources such as PHSE Association guidance, Dfe resources, Journey in Love, No outsiders in our school and Our Lady's bespoke curriculum.

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, Sex and Health Education (RSHE) 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 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 RSHE.

#### **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 RSHE.

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 the RE lead and Mrs A Heston by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSHE 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**

The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### **Early Years Foundation Stage Framework September 2021**

- Journey In Love 2020
- No Outsiders in our school – Andrew Moffat
- Our Lady's bespoke Curriculum
- Dfe Mental Awareness documentation
- DFE Guidance on PSHE September 2021
- Halton Healthy schools Team

### **Key Stage One and Key Stage Two**

- Journey In Love 2020
- No Outsiders in our school – Andrew Moffat
- National Curriculum 2014
- DFE Mental Awareness documentation
- DFE Guidance on PSHE September 2021
- Halton Healthy school's Team

## Appendix 1

### Come and See and Relationship and Sex Education



#### **Introduction**

The following is intended as a guide for linking Relationship, Sex and Health 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>
<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>

<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> </ul>

		<ul style="list-style-type: none"> <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 choose well.	<ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> <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>

## YEAR 2

<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> </ul>

		<ul style="list-style-type: none"> <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>
<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>

### Year 3

<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> </ul>
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		<ul style="list-style-type: none"> <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> <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 what 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

<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> <li>• What help do you need to choose.</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:	<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> </ul>

	ministries in the parish	<ul style="list-style-type: none"> <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>

## YEAR 5

<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 it 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> </ul>

		<ul style="list-style-type: none"> <li>• What inspires people in their mission. 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>
<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>
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**YEAR 6**

<b>YEAR 6</b>		
<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 you to be loving?</li> <li>• The scripture text that demonstrates 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 are people 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> <li>• Responding to the call of Jesus</li> <li>• Our mission in living out our baptismal vows.</li> </ul>
<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> </ul>

		<ul style="list-style-type: none"> <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 book 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>
<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>

**COMMON  
GOOD**

Work of  
Christians for  
the good of all

- How we build a fair and just world
- The difference between fairness and justice, unfairness, and injustice
- Helping to promote the dignity and common good of one another.
- Beatitudes: a guide from Jesus about how to live life.
- The ways we can act justly, love tenderly and walk humbly with God.
- How Christians can work for the common good
- Something about Catholic Social Teaching

## Appendix 2

### Primary Relationships Education Statutory Learning Opportunities

#### Colour key of which area of learning is delivered:

No Outsiders / Guided Read POS

Journey In Love

Physical Education

PSHE

DT

Science

Computing

#### Families and people who care for me

<p>That families are important for children growing up because they can give love, security and stability</p>	<p>EYFS: The Family Book by Todd Parr; I understand that all families re different. Mommy, Mamma and me by Leslea Newman &amp; Carol Thompson; I can celebrate my family. Year 2: The great big book of families by M Hoffman; I understand diversity.</p> <p>EYFS: The wonder of being special and unique Aim: To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation. To recognise being a special person in my family. (Social &amp; Emotional)</p> <p>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a</p> <p><b>KS1: I can tell others about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</b></p> <p><b>I can identify the people who love and care for me and what they do to help them feel cared for</b></p>
<p>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>EYFS: The Family Book by Todd Parr; I understand that all families re different. Mommy, Mamma and me by Leslea Newman &amp; Carol Thompson; I can celebrate my family. Year 1: My Grandpa is amazing; I know that we all grow up. Year 2: The great big book of families by M Hoffman; I understand diversity.</p>

	<p>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. (Social &amp; Emotional)</p> <p><b>KS1: I can explain about different types of families including those that may be different to their own.</b></p> <p><b>I can identify common features of family life.</b></p> <p><b>KS2: I can recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. I can recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</b></p>
<p>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>EYFS: The wonder of being special and unique Aim: To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.</p> <p>Year 2 - To describe how we are growing and developing in diverse communities that are God-given. To recognise the joy &amp; friendship of belonging to a diverse community. (Social &amp; Emotional)</p> <p>Year 4 - 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 (Social &amp; Emotional)</p> <p>Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>KS2: I can recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</b></p>
<p>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>EYFS – to celebrate the joy of being a special person in God's family (Spiritual)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe</p> <p>Year 5 Aim: To show a knowledge and</p>

	<p>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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. (Social &amp; Emotional)</p> <p>KS2: I can explain that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</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>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. (Social &amp; Emotional)</p> <p>KS2: I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>I can explain that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>I can recognise that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>I can talk about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p>
<p>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>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe</p> <p>Year 5 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</p>

	<p>lives. To show knowledge and understanding of the physical changes in puberty. (Physical)</p> <p>KS2: I can explain that forcing anyone to marry against their will is a crime; that help, and support is available to people who are worried about this for themselves or others.</p>
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## **Caring friendships**

<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p>	<p>EYFS: The wonder of being special and unique Aim: To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.</p> <p>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p> <p>Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>KS1: I can talk about how people make friends and what makes a good friendship.</p> <p>KS2: I can talk about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>I can recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>I can explain the importance of the importance of seeking support if feeling lonely or excluded.</p>
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The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

EYFS: You Choose by Nick Sharratt and Pippa Goodheart. I can say what I think. Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt. I understand that it's ok to like different things.

Year 1: Ten Little Pirates by Mike Brownlow & Simon Rickerty. I can play with boys and girls.

Year 2: Blown Away by Rob Biddulph. I can work with everyone in my class.

Year 3: Two Monsters by David McKee. I can find a solution to a problem.

Year 5: How to heal a broken wing by Bob Graham. I can recognise when someone needs help.

Year 2 - To describe ways of being safe in communities. (Physical)

Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe

Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in (Physical)

Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)

Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.

**KS2: I can explain what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.**

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

EYFS: You Choose by Nick Sharratt and Pippa Goodheart. I can say what I think. Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt. I understand that it's ok to like different things.

Year 1: Ten Little Pirates by Mike Brownlow & Simon Rickerty. I can play with boys and girls.

Year 2: Blown Away by Rob Biddulph. I can work with everyone in my class.

	<p>Year 3: Two Monsters by David McKee. I can find a solution to a problem.</p> <p>Year 5: How to heal a broken wing by Bob Graham. I can recognise when someone needs help.</p> <p>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 2 - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family.</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional</p> <p>Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>KS1: I can talk about how to recognise when they or someone else feels lonely and what to do.</b></p> <p><b>KS2: I can explain that healthy friendships make people feel included: recognise when others may feel lonely or excluded; strategies for how to include them.</b></p>
<p>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>EYFS: You Choose by Nick Sharratt and Pippa Goodheart. I can say what I think.</p> <p>Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt. I understand that it's ok to like different things.</p> <p>Year 1: Ten Little Pirates by Mike Brownlow &amp; Simon Rickerty. I can play with boys and girls.</p> <p>Year 2: Blown Away by Rob Biddulph. I can work with everyone in my class.</p> <p>Year 3: Two Monsters by David McKee. I can find a solution to a problem.</p> <p>Year 5: How to heal a broken wing by Bob Graham. I can recognise when someone needs help.</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional) to describe and give reasons why friendships can break down, how</p>

	<p>they can be repaired and strengthened (Physical)</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>KS1: I can use simple strategies to resolve arguments between friends positively. I can explain how to ask for help if a friendship is making them feel unhappy.</p> <p>KS2: I can use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. I can explain how friendships can change over time, about making new friends and the benefits of having different types of friends. I can explain that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>
<p>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>Year 1 - To recognise how I am cared for and kept safe in my family. (physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p> <p>I can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>

**Respectful relationships**

<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</p>	<p>EYFS: Red Rockets and Rainbow jelly by Sue Heap and Nick Sharratt. I understand that it’s ok to like different things. Blue Chameleon by Emily Gravett. I can make friends with someone who is different. Year 1: Ten Little Pirates by Mike Brownlow and Simon Rickerty. I can play with boys and girls.</p>
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Max the Champion by S Stockdale. I understand that our bodies work in different ways.

My world, your world by Melanie Walsh. I understand that we share the world with lots of people.

Year 2: The First Slodge by Jeanne Willis. I understand how we share the world.

Just Because by Rebecca Elliot. I can find things that people are good at.

Blown Away by Rob Biddulph. I can work with everyone in my class.

Year 3: Oliver by Birgitta Sif. I know that some people feel different to others and that is okay.

Our House by Michael Rosen. I understand what discrimination is.

The Hueys in the New Jumper by Oliver Jeffers. I can use strategies to help someone who feels different.

Beegu by Alexis Deacon. I can welcome new people.

Year 4: The Way Back Home by Oliver Jeffers. I can overcome language barriers.

Year 5: Where the Poppies Now Grow by H Robinson and M Impey. I can learn from the past.

Rose Blanche by Ian McEwan and R Innocenti. I can justify my actions.

And Tango makes Three by J Richardson. I understand that we are all different.

Year 6: The Princess Boy by C Kilodavis and S DeSimone. I understand diversity.

The Whisperer by Nick Butterworth. I welcome difference.

The Island by Armin Greder. I can challenge the causes of racism.

Dream of Freedom by Amnesty International. I understand that all people are equal.

EYFS- The wonder of being special and unique Aim: To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.

Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.

Year 2 - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family.

Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe

Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with

	<p>the diverse modern society we live in (Physical)</p> <p>Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>KS1: I can talk about what is kind and unkind behaviour, and how this can affect others. I can talk about how to treat themselves and others with respect; how to be polite and courteous.</p> <p>I can recognise the ways in which they are the same and different to others.</p> <p>KS2: I can recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. I can explain all about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>EYFS: You Choose by Nick Sharratt and Pippa Goodheart. I can say what I think. Blue Chameleon by Emily Gravett. I can make friends with someone who is different.</p> <p>Year 1: Ten Little Pirates by Mike Brownlow and Simon Rickerty. I can play with boys and girls.</p> <p>Year 2: Just Because by Rebecca Elliot. I can find things that people are good at. Blown Away by Rob Biddulph. I can work with everyone in my class.</p> <p>Year 3: Two Monsters by David McKee. I can find solutions to a problem. The Hueys in the New Jumper by Oliver Jeffers. I can use strategies to help someone who feels different. Beegu by Alexis Deacon. I can welcome new people.</p>

Year 4: Dogs don't do Ballet by A Kemp and S Ogilvie. I know when to be assertive.

The Way Back Home by Oliver Jeffers. I can overcome language barriers.

The Flower by John Light. I can ask questions.

Year 5: Where the Poppies Now Grow by H Robinson and M Impey. I can learn from the past.

Rose Blanche by Ian McEwan and R Innocenti. I can justify my actions.

How to Heal a Broken Wing by Bob Graham. I can recognise when someone needs help.

Year 6: The Whisperer by Nick Butterworth. I welcome difference.

The Island by Armin Greder. I can challenge the causes of racism.

EYFS- The wonder of being special and unique Aim: To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.

Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.

Year 2 - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family.

Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe

Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in (Physical)

Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)

Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.

**KS1: I can talk about what is kind and unkind behaviour, and how this can affect others.**

**I can talk about how to treat themselves and others with respect; how to be polite and courteous.**

	<p>I can recognise the ways in which they are the same and different to others.</p> <p>KS2: I can recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>I can explain all about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p>
<p>The conventions of courtesy and manners</p>	<p>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 4 - 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 (Social &amp; Emotional)</p> <p>Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>KS1: I can explain about how to treat themselves and others with respect; how to be polite and courteous.</p>
<p>The importance of self-respect and how this links to their own happiness</p>	<p>Year 1 - To recognise how I am cared for and kept safe in my family. (physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love – to celebrate the joy and happiness of living in friendship with God and others (Spiritual)</p> <p>Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in (Physical)</p> <p>Year 5 Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that</p>

	<p>accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)  Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Explain how human life is conceived(Physical)</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</p>	<p>Year 2 - To describe how we are growing and developing in diverse communities that are God-given. To recognise the joy &amp; friendship of belonging to a diverse community. (Social &amp; Emotional)  Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe  Year 4 - 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 (Social &amp; Emotional)  Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)  Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.  <b>KS1: I can talk about what is kind and unkind behaviour, and how this can affect others. I can talk about how to treat themselves and others with respect; how to be polite and courteous.</b>  <b>KS2: I can explain that personal behaviour can affect other people; to recognise and model respectful behaviour online.</b>  <b>I can recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</b>  <b>I can explain all about respecting the differences and similarities between people</b></p>

	<p>and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>I can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>I can discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>
<p>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>Year 2: The Odd Egg by Emily Gravett. I understand what makes someone feel proud.</p> <p>Year 3: Our House by Michale Rosen. I understand what discrimination is.</p> <p>Beegu by Alexis Deacon. I can welcome new people.</p> <p>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>KS1: I can talk about that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>I can talk about how people may feel if they experience hurtful behaviour or bullying.</p> <p>I can talk about that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>KS2: I can explain the importance of seeking support if feeling lonely or excluded.</p>

	<p>I can explain that healthy friendships make people feel included: recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>I can use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p>
<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p>EYFS: Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt. I understand that it's ok to be different.</p> <p>Mommy, mamma and me by Leslea Newman and Carol Thompson. I can celebrate my family.</p> <p>Year 1: Elmer by David McKee. I like the way I am.</p> <p>My Grandpa is amazing by Nick Butterworth. I know that we all grow up.</p> <p>Year 2: The Great Big Book of Families by M Hoffman. I understand what diversity is.</p> <p>The Odd Egg by Emily Gravett. I understand what makes someone feel proud.</p> <p>Year 3: The Hueys in the New Jumper by Oliver Jeffers. I can use strategies to help someone who feels different.</p> <p>Year 4: Red, A Crayon's Story by Michale Hall. I can be who I want to be.</p> <p>Year 5: Rose Blanche by Ian McEwan and R Innocenti. I can justify my actions.</p> <p>And Tango makes Three by J Richardson. I understand that we are all different.</p> <p>Year 6: My Princess Boy by C Kilodavis and S DeSimone. I understand about diversity.</p> <p>Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in (Physical)</p> <p>Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>KS1: I can talk about the different groups I belong to</p>

	<p>I can talk about the different roles and responsibilities people have in my community. I can recognise the ways they are the same as, and different to, other people.</p> <p>KS2: I can talk about the different groups that make up their community; what living in a community means.</p> <p>I can value the different contributions that people and groups make to the community.</p> <p>I can talk about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>I can explain about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>I can talk about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>
<p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p> <p>Year 5 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. To show knowledge and understanding of the physical changes in puberty. (Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>KS1: I can explain how to respond safely to adults they don’t know.</p> <p>I can explain about how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>I can talk about knowing there are situations when they should ask for permission and also when their permission should be sought.</p> <p>I can talk about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually).</p> <p>KS2: I can explain about privacy and personal boundaries; what is appropriate in friendships and wider relationships.</p>

	<p>I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>I can talk about seeking and giving permission (consent) in different situations.</p> <p>I can talk about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>I can recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>
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### **Online relationships**

<p>That people sometimes behave differently online, including by pretending to be someone they are not</p>	<p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional).</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p><b>KS2: I can explain about privacy and personal boundaries; what is appropriate in friendships and wider relationships.</b></p>
<p>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>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe</p> <p>Year 5 Aim: To show a knowledge and understanding of how we grow in awareness</p>

	<p>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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>KS2: I can talk about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>I can explain how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>
<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 4: I can evaluate the consequences of unreliable content.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</p>

	<p>KS1: I can explain that sometimes people may behave differently online, including by pretending to be someone they are not. I can explain how to respond safely to adults they don't know.</p> <p>KS2: I can talk about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>I can explain 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 critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p> <p>Year 5 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. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</p> <p>KS2</p> <p>I can explain about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>
<p>How information and data is shared and used online</p>	<p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</p> <p>KS1</p> <p>I can talk about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>I can talk about the role of the internet in everyday life.</p>

	<p>I can explain that not all information seen online is true.</p> <p>KS2: I can recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>I can show how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>I can talk about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>I can talk about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>I can talk about how text and images in the media and on social media can be manipulated or invented.</p> <p>I can talk about strategies to evaluate the reliability of sources and identify misinformation.</p>
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### **Being safe**

<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p> <p>Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in (Physical)</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and</p>
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	<p>understand about the conception of a child within marriage.</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</p> <p><b>KS1: I can recognise that some things are private and the importance of respecting privacy.</b></p> <p><b>KS2: I can explain about privacy and personal boundaries; what is appropriate in friendships and wider relationships. (including online)</b></p>
<p>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>	<p>Year 1 - To recognise how I am cared for and kept safe in my family. (physical)</p> <p>Year 2 - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family.</p> <p>Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in (Physical)</p> <p><b>NSPCC Speak Out assemblies (KS1 &amp; KS2)</b></p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</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>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional).</p> <p>Year 5 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. To show knowledge and understanding of the physical changes in puberty (Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>NSPCC Speak Out assemblies (KS1 &amp; KS2)</b></p> <p><b>PANTS NSPCC (KS1 and KS2)</b></p>

	<p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>KS1: I can recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>KS2: I can explain about privacy and personal boundaries; what is appropriate in friendships and wider relationships.</p> <p>I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>I can talk about seeking and giving permission (consent) in different situations.</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>Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>To show knowledge and understanding of the physical changes in puberty (Physical)</p> <p>NSPCC Speak Out assemblies (KS1 &amp; KS2)</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 4: I can evaluate the consequences of unreliable content.</p> <p>KS1: I can respond to safely to adults they don't know.</p> <p>I can explain about how to respond if physical contact makes them uncomfortable or unsafe.</p> <p>KS2: I can't explain how to respond safely and appropriately to adults they may encounter in all contacts including online whom they do not know.</p> <p>I can recognise different types of physical contact what is acceptable and unacceptable strategies to respond to unwanted physical contact.</p>

How to recognise and report feelings of being unsafe or feeling bad about any adult

EYFS: The wonder of being special and unique Aim: To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation.  
Year 1 - To recognise how I am cared for and kept safe in my family (physical).  
Year 2 - To describe ways of being safe in communities.(Physical)  
Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe  
Year 5 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. To show knowledge and understanding of the physical changes in puberty (Physical)  
**NSPCC Speak Out assemblies (KS1 & KS2)**  
Year 1: I can create rules for using technology responsibly.  
Year 2: I can explain how to use information technology safely.  
**KS1: I can explain what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.**  
**KS2: I can explain where to get advice and report concerns if worried about their own or someone else's personal safety.**

How to ask for advice or help for themselves or others, and to keep trying until they are heard

Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe  
Year 4 - Aim: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in (Physical)  
Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social & Emotional)  
To show knowledge and understanding of the physical changes in puberty (Physical)  
Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on

	<p>Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>NSPCC Speak Out assemblies (KS1 &amp; KS2)</b></p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p><b>KS1: I can explain what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</b></p> <p><b>KS2: I can explain where to get advice and report concerns if worried about their own or someone else's personal safety.</b></p>
<p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional).</p> <p>Year 5 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. To show knowledge and understanding of the physical changes in puberty (Physical)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>NSPCC Speak Out assemblies (KS1 &amp; KS2)</b></p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p><b>KS1: I can explain what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</b></p> <p><b>KS2: I can explain where to get advice and report concerns if worried about their own or someone else's personal safety.</b></p>
<p>Where to get advice from e.g. family, school and/or other sources</p>	<p>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 3 – AIM – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe (Social &amp; Emotional)</p>

	<p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>NSPCC Speak Out assemblies (KS1 &amp; KS2)</b></p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p><b>KS1: I can explain what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</b></p> <p><b>KS2: I can explain where to get advice and report concerns if worried about their own or someone else’s personal safety.</b></p>
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## **Mental wellbeing**

<p>That mental wellbeing is a normal part of daily life, in the same way as physical health</p>	<p>Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual)</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p><b>KS1: I can talk about different feelings that humans can experience.</b></p> <p><b>KS2: I can explain that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</b></p>
<p>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</p>	<p>Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual)</p> <p><b>KS1: I can tell others how to recognise and name different feelings.</b></p>

	<p>KS2: I can recognise that feelings can change over time and range in intensity.</p>
<p>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</p>	<p>Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual)</p> <p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional); a range of words to describe feelings.</p> <p>KS1: I can explain how to recognise what others might be feeling. I can talk about ways of sharing feelings.</p> <p>KS2: I can explain about everyday things that affect feeling and the importance of expressing those feelings. I can use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>
<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>Year 2 - To describe ways of being safe in communities. (Physical)</p> <p>Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual)</p> <p>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Explain how human life is conceived (Physical)</p> <p>KS1: I can explain how feelings can affect people's bodies and how they behave. I can use strategies to respond to feelings including intense or conflicting feelings how to manage and respond to feelings appropriately and proportionately in different situations.</p>
<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual)</p> <p>KS1: I can talk about different things I can do to manage big feelings to help calm myself down and I'll change my mood when I don't feel good.</p> <p>KS2: I can explain about strategies and behaviours that support mental health including how good quality sleep physical exercise time outdoors being involved in community groups doing things for others</p>

	clubs and activities hobbies and spending times with family and friends can support mental health and well-being.
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual)
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	KS2: I can explain the importance of seeking support if feeling lonely or excluded. I can explain that healthy friendships make people feel included: recognise when others may feel lonely or excludes; strategies for how to include them.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social & Emotional) Year 1: I can create rules for using technology responsibly. Year 2: I can explain how to use information technology safely. KS1 and KS2: I can talk about how people may feel if they experience hurtful behaviour or bullying. I can talk about that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
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)	Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual) Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social & Emotional) Year 1: I can create rules for using technology responsibly. Year 2: I can explain how to use information technology safely. KS1 and KS2: I can talk about how people may feel if they experience hurtful behaviour or bullying.

	I can talk about that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	<p>Year 4 - Aim: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us (Spiritual).</p> <p>KS1: I can recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>KS2: I can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>I can recognise that anyone can experience mental ill health that most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult.</p>

### **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	<p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 5: I can recognise the role of computer systems in our lives.</p> <p>I can explain how sharing information online lets people in different places work together.</p> <p>KS1: I can talk about the role of the internet in everyday life.</p> <p>KS2: I can recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>I can talk about some of the different ways information and data is shared and used online, including for commercial purposes.</p>
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	<p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p>

	<p>Year 4: I can evaluate the consequences of unreliable content.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</p> <p>KS1: I can tell you about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>KS2: I can recognise ways in which the internet and social media can be used both positively and negatively.</p>
<p>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</p>	<p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>KS1: I can explain the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. I can talk about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>KS2: I can explain about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others, what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>
<p>Why social media, some computer games and online gaming, for example, are age restricted</p>	<p>KS1: I can explain about rules and age restrictions that keep us safe. I can recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>KS2: I can explain the reasonings for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, tv programmes, films, games and online gaming. I can talk about how to predict, assess and manage risk in different situations.</p>
<p>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</p>	<p>Year 5 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</p>

	<p>in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 4: I can evaluate the consequences of unreliable content.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</p> <p>KS1: I can explain that not all information seen online is true.</p> <p>KS2: I can recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>I can talk about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>
<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p>Year 6: I can describe how search engines select results.</p> <p>I can explain how search results are ranked.</p> <p>I can recognise why the order of results is important and to whom.</p> <p>KS2: I can talk about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>
<p>Where and how to report concerns and get support with issues online.</p>	<p>Year 5 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. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p>Year 1: I can create rules for using technology responsibly.</p> <p>Year 2: I can explain how to use information technology safely.</p> <p>Year 6: I can recognise the implications of linking to content owned by other people.</p> <p>KS1: I can explain the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>KS2: I can explain about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal</p>

	information or images of themselves and others; what to do if frightened or worried by something seen or read online, how to report concerns, inappropriate content and contact.
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### **Physical health and fitness**

<p>The characteristics and mental and physical benefits of an active lifestyle</p>	<p>Year 1 - To recognise how I am cared for and kept safe in my family. (physical)  Get Set 4 PE curriculum (EYFS/KS1 &amp; KS2)  Year 1: I can say all about how physical activity helps us to stay healthy; and ways to be physically active everyday  Year 2: I can tell you about the people who help us to stay physically healthy.  Year 3 and 4: I can explain how regular (daily/weekly) exercise benefits mental and physical health (eg walking or cycling to school,daily active mile)  Year 5: Fit 4Life team – healthy lifestyles.  Year 6: I can explain how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
<p>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</p>	<p>Get Set 4 PE curriculum (EYFS/KS1 &amp; KS2)  Year 1: I can say all about how physical activity helps us to stay healthy; and ways to be physically active everyday.  Year 2: I can tell you about the people who help us to stay physically healthy.  Year 3 and 4: I can explain how regular (daily/weekly) exercise benefits mental and physical health (eg walking or cycling to school,daily active mile)  Year 5: Fit 4Life team – healthy lifestyles.  Year 6: I can explain how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
<p>The risks associated with an inactive lifestyle (including obesity)</p>	<p>Get Set 4 PE curriculum (EYFS/KS1 &amp; KS2)  KS1: I can tell you about the people who help us to stay physically healthy.  Year 6: I can explain how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to</p>

	school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
How and when to seek support including which adults to speak to in school if they are worried about their health	<p>KS1: I can tell you about the people who help us to stay physically healthy.</p> <p>KS2: I can explain how and when to seek support, including which adults to speak to in and outside school, outside school, support, including which adults to speak to in and outside school, if they are worried about their health.</p>

## **Healthy eating**

What constitutes a healthy diet (including understanding calories and other nutritional content)	<p>Get Set 4 PE curriculum (EYFS/KS1 &amp; KS2)</p> <p>Year 1: preparing a fruit salad. (Preparing fruit and vegetables)</p> <p>Year 2: Creating healthy sandwiches (Preparing fruit and vegetables)</p> <p>Year 3: Healthy Greek Meals (Healthy &amp; Varied Diet)</p> <p>Year 4: Making a Mediterranean meal (Healthy &amp; Varied Diet)</p> <p>Year 5: Making healthy cooked meals (Healthy &amp; Varied Diet)</p> <p>Year 2: I can describe why a healthy diet is important. (Big Question)</p> <p>Year 3: I know the food groups and can give examples of them in a healthy diet.</p> <p>Year 1: I can talk about foods that support good health.</p> <p>Year 2: I can talk about foods that support good health and the risks of eating too much sugar.</p> <p>Year 3 and 4: I can explain about the elements of a balanced healthy lifestyle.</p> <p>Year 5: Fit4LIFE team – healthy eating</p> <p>Year 6: I can explain about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
The principles of planning and preparing a range of healthy meals	<p>Get Set 4 PE curriculum (EYFS/KS1 &amp; KS2)</p> <p>Year 1: preparing a fruit salad. (Preparing fruit and vegetables)</p> <p>Year 2: Creating healthy sandwiches (Preparing fruit and vegetables)</p> <p>Year 3: Healthy Greek Meals (Healthy &amp; Varied Diet)</p>

	<p>Year 4: Making a Mediterranean meal (Healthy &amp; Varied Diet)</p> <p>Year 5: Making healthy cooked meals (Healthy &amp; Varied Diet)</p> <p>Year 2: I can describe why a healthy diet is important. (Big Question)</p> <p>Year 3: I know the food groups and can give examples of them in a healthy diet.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
<p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>Year 1: preparing a fruit salad. (Preparing fruit and vegetables)</p> <p>Year 2: Creating healthy sandwiches (Preparing fruit and vegetables)</p> <p>Year 3: Healthy Greek Meals (Healthy &amp; Varied Diet)</p> <p>Year 4: Making a Mediterranean meal (Healthy &amp; Varied Diet)</p> <p>Year 5: Making healthy cooked meals (Healthy &amp; Varied Diet)</p> <p>Year 6: HIT delivery workshop on alcohol.</p> <p>Year 2: I can describe why a healthy diet is important. (Big Question)</p> <p>Year 3: I know the food groups and can give examples of them in a healthy diet.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p> <p>Year 1: I can talk about foods that support good health.</p> <p>I can tell you about dental care and visiting the dentist.</p> <p>Year 2: I can talk about foods that support good health and the risks of eating too much sugar.</p> <p>Dental nurse visit – reception, Year 2, Year 5. I can tell you how to brush teeth correctly; food and drink that support dental health</p> <p>Year 3 and 4: I can explain about the elements of a balanced healthy lifestyle.</p> <p>Year 5: Fit4LIFE team – healthy eating</p> <p>Year 6: I can explain about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods</p>

### **Drugs, alcohol and tobacco**

<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>Year 6 – HIT delivering talks/ work shops on smoking, drugs and alcohol.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
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	<p>KS1: I can explain about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>KS2: I can explain about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>I can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>I can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>I can talk about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>I can talk about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>
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### **Health and prevention**

<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p>	<p>KS1: I can explain about simple hygiene routines that can stop germs from spreading.</p> <p>KS2: I can explain about good physical health means; how to recognise early signs of physical illness.</p> <p>I can explain that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
<p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>	<p>Year 1: I can explain how to keep safe in the sun.</p> <p>Year 2: I can tell you how I can protect skin from sun damage.</p> <p>KS2: I can explain about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
<p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p>KS1: I can explain why sleep is important and different ways to rest and relax.</p> <p>KS2: I can explain about how sleep contributes to a healthy lifestyle; routines that support good quality sleep, the effects of lack of</p>

	<p>sleep on the body, feelings, behaviour and ability to learn.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p>
<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>	<p>Year 4: I can identify teeth and their function. I can group teeth due to their functions (Big Question)</p> <p>I can compare the effect of different ...teeth and record my results.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body.</p> <p>KS1: I can tell you about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>Reception, Year 2, Year 5 Dentist visit.</p> <p>KS2: I can explain how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>
<p>About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing</p>	<p>Year 5 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. To show knowledge and understanding of the physical changes in puberty (Physical)</p> <p>KS1: I can explain about simple hygiene routines that can stop germs form spreading.</p> <p>KS2: I can explain about good physical health means; how to recognise early signs of physical illness.</p> <p>I can explain that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>Year 6: I can discuss the impact of diet, exercise and lifestyle on the human body</p>
<p>The facts and science relating to allergies, immunisation and vaccination</p>	<p>Y6: I can explain how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p>

**Basic first aid**

<p>How to make a clear and efficient call to emergency services if necessary</p>	<p>KS1</p> <p>I can tell others about what to do if there is an accident and someone is hurt.</p> <p>I can explain how to get help in an emergency (how to dial 999 and what to say)</p>
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	<p>KS2: I can explain about what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>I can explain how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>Year 5 – Crucial Crew</p>
<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>KS1: I can tell others about what to do if there is an accident and someone is hurt.</p> <p>KS2: I can explain about what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>Year 6 :Basic First Aid Training.</p>

### **Changing adolescent body**

<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>Year 5 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. To show knowledge and understanding of the physical changes in puberty (Physical)</p> <p>KS2: I can explain all about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>
<p>About menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>Year 5 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. To show knowledge and understanding of the physical changes in puberty (Physical)</p> <p>KS2: I can explain all about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)</p>

## **Appendix 3**

### **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

Signed:

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Last Review: Autumn 2023

Next Review: Autumn 2026