



ST. GERARD'S  
CATHOLIC  
PRIMARY AND  
NURSERY SCHOOL

# Relationships, Sex and Health Education (RSHE) Policy 2025-26



## St Gerard's Catholic Primary School

*"Guided by God, St Gerard's Catholic Primary and Nursery School  
is an inspiring and aspirational community where we learn to love, hope,  
dream and achieve."*

# SAFEGUARDING STATEMENT

*“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.*



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**We must never lose sight that we are a Catholic School, rooted in the Gospel Values, placing Christ at the centre of all that it does: integrating Gospel Values and the teachings of the Catholic Church into every aspect of teaching, learning and the totality of school life.**

**“Blessed are the poor in spirit, for theirs is the Kingdom of heaven”**

**Faithfulness and Integrity**

**“Blessed are those who mourn, for they shall be comforted”**

**Dignity and Compassion**

**“Blessed are the meek, for they shall inherit the  
earth”**

**Humility and Gentleness**

**“Blessed are those who hunger and thirst for righteousness, for they shall  
be satisfied”**

**Truth and Justice**

**“Blessed are the merciful, for they shall obtain  
mercy”**

**Forgiveness and Mercy**

**“Blessed are the pure in heart, for they will see  
God”**

**Purity & Holiness**

**“Blessed are the peacemakers, for they shall be called children of  
God”**

**Tolerance and Peace**

**“Blessed are those who are persecuted for righteousness sake, for theirs  
is the kingdom of heaven”**

**Service and Sacrifice**

**Gospel of St. Matthew, 5:3-10**

***‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’***

***(John 10:10)***

## **Definition**

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

Relationships, 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.

## **The Purpose**

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

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

## **Statutory Requirements**

At St. Gerard's Catholic Primary and Nursery School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A.

The statutory guidance from the Department for Education Equality Act 2010.

## **Rationale**

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

## **Aim**

St. Gerard's Catholic Primary and Nursery 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. Through an agreed approach to Relationships, Sex and Health Education using the Archdiocesan recommended resource 'Journey In Love', 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 SCARF, alongside a programme of recommended books from the No Outsiders scheme that explore equality and family. RSHE is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life. It includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where

babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc.)

Our RSHE teaching will be supplemented by teachers to meet the requirements of PSHE (See appendices at end of document which incorporates Come and See, DfE Statutory Relationships and Statutory Science).

### **Policy Development**

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

1. Review - SLT, All teaching staff, Governors, DfE, PSHE Association, Ten:Ten, Archdiocese of Liverpool, Bishops' Conference Policy Document, available at:  
Sex and Relationships Education Guidance, DfE 0116/2000, available at:  
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/dfes-0116-2000%20sre.CPDF>  
Sex and Relationships Education (SRE) in the 21st Century:  
<https://www.pshe-association.org.uk/uploads/media/17/7910.CPDF>
2. Staff consultation – all school staff and governing body were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents were invited to complete a questionnaire about the programme of study.
4. Pupil consultation – we investigated pupils' opinions of their Relationship Sex and Health Education via a questionnaire.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **Curriculum**

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

Relationships, Sex and Health Education will be covered using the Archdiocesan recommended resource 'Journey In Love'. \*This includes sexual intercourse at Year 6

(see right of withdrawal)\*. To further embed and consolidate the learning we will be using supplementary resources from the SCARF programme of study.

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 will deliver all teaching through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSHE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

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)**

Relationships, 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 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 or Science as set out in the DFE guidance 2020.

## **Monitoring arrangements**

The delivery of RSHE is monitored by the Headteacher and RSHE Lead by undertaking learning walks, staff and pupil consultations, looking at children's work and questionnaires.

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

This policy will be renewed and agreed annually by the governors.

## **Resources**

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

## **Early Years Foundation Stage**

Journey In Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

## **Key Stage One**

Journey In Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

## **Key Stage Two**

Journey In Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

[Kidsafe](http://www.kidsafe.org.uk)

CEOP – National Crime Agency Command  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## **Appendix 1**

### **Primary Relationships Education Statutory Learning Opportunities**

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

**No Outsiders / Guided Read POS**

**Further Guided Read/PSHE through books**

**Journey In Love**

**SCARF**

**Through Computing Lessons**

**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><b>EYFS</b> – Mommy Mama and Me – Leslea Newman &amp; Carol Thompson – To know that the people in my family are special and I can tell you who loves me.</p> <p><b>NURSERY</b> –Wonder at God’s love and creation</p> <p><b>EYFS</b> : The wonder of being special and unique</p> <p>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>To recognise being a special person in my family.(Social &amp; Emotional)</p> <p><b>Year 1</b> -We meet God's love in our family</p> <p>Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.(Social &amp; Emotional)</p>
<p>The characteristics of healthy family life, commitment to each other, including in times</p>	<p><b>Year 1</b> – My Grandpa is amazing – Nick Butterworth – When we all grow up I can tell good things about being older and other family members.</p> <p>Picnic In the park - Joe Griffiths and Tony Pilgrim –understand families can be different</p>
<p>of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p>	<p><b>Year 6</b> – Love you Forever – Robert Munsch – To consider how my life will change as I grow up and how relationships of family change.</p> <p><b>Year 1</b> -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><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. (Social &amp; Emotional)</p> <p>EYFS: People close to me</p> <p>Year 1: Special People</p> <p>Year 4: Healthy Relationships</p> <p>Year 5: Feelings</p> <p>Year 6: Positive Relationships</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><b>Year 6 – My Princess Boy – Cheryl Kilodavis &amp; Suzanne DeSimone – I know what diversity is and I know that living in the UK means accepting and celebrating Diversity.</b>  <b>EYFS &amp; Year 1-No Difference Between Us - by Jayneen Sanders Teaching children about gender equality, respectful relationships, feelings, choice, self-esteem, empathy, tolerance, and acceptance</b>  <b>EYFS : The wonder of being special and unique</b>  <b>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</b>  <b>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)</b>  <b>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)</b>  <b>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)</b>  EYFS: Celebrating difference  Year 1: Developing respect and accepting others  Year 2: Celebrating difference  Year 3: Being respectful and tolerant  Year 4/Year 5/Year 6: Recognising and celebrating difference</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><b>EYFS – The Family Book (Todd Parr (NO) I know who is in my family. I know all families are different.</b>  <b>EYFS – to celebrate the joy of being a special person in God's family (Spiritual)</b>  <b>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</b>  <b>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)</b>  <b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b>  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.(Social &amp; Emotional)</p>
<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p>	<p><b>Year 4 – The King &amp; King – Linda de Hann &amp; Stern Nijland – To understand why people get married, I know what marriage is and who can get married by law in the UK and why people get married.</b>  <b>Year 5 – RE Come &amp; See – Marriage, Commitment &amp; Service (Life Choices)</b>  <b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b>  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.(Social &amp; Emotional)</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><b>EYFS – Year 6 – Kidsafe</b></p> <p><b>EYFS &amp; Year 1 &amp; 2 - Some Secrets Should Never Be Kept by Jayneen</b> Keeping body safe</p> <p><b>Year 2 - To describe ways of being safe in communities.(Physical)</b></p> <p><b>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</b></p> <p><b>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)</b></p> <p>EYFS- People who help to keep us safe</p> <p>Year 1- Safe and unsafe touches</p> <p>Year 2- Feelings</p> <p>Year 4- Listening to feelings</p> <p>Year 4- Recognising emotional needs</p> <p>Year 6- Safe and unsafe touches</p>
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### Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	<p><b>EYFS – Blue Chameleon – Emily Garavett – I know I can make friends with someone different</b></p> <p><b>Year 3 – Oliver – Birgitta Sif – I know we are all different and how that can make people feel excluded.</b></p> <p><b>Year 2 - Who We Are! : by Robie H. Harris All About Being the Same and Being Different (Let's Talk about You and Me)</b></p> <p><b>EYFS : The wonder of being special and unique</b></p> <p><b>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</b></p> <p><b>Year 1 -We meet God's love in our family</b></p> <p><b>Aim: To focus on families and specially growing up in a loving, secure and stable home.</b></p> <p><b>Year 2 - To describe ways of being safe in communities.(Physical)</b></p> <p><b>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)</b></p> <p><b>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)</b></p> <p><b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b></p> <p><b>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</b></p> <p>Year 1/Year 2- Being a good friend</p> <p>Year 3- Friendship</p> <p>Year 4- Healthy relationships</p> <p>Year 5- Friendship skills</p> <p>Year 6- Positive relationships</p>
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<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p><b>EYFS</b> -Red Rockets &amp; Rainbow Jelly – Sue Heap &amp; Nick Sharratt – I know my friends can like different things to me yet we can still be friends</p> <p><b>Year 5</b> -Lost and Found Cat: The True Story of Kunkush's Incredible Journey by Doug Kuntz - what it means to be a refugee, the unexpected consequences of being displaced, and the importance of kindness.</p> <p><b>EYFS &amp; Year 1</b>-No Difference Between Us - by Jayneen Sanders Teaching children about gender equality, respectful relationships, feelings, choice, self-esteem, empathy, tolerance, and acceptance</p> <p><b>Year 2</b> - To describe ways of being safe in communities. (Physical)</p> <p><b>Year 3</b> – 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><b>Year 4</b> - 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>Year 5</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>EYFS- Showing kindness</p> <p>Year 1- Being a good friend</p> <p>Year 2- Being kind and helping others</p> <p>Year 3/Year 5/Year 6- Cooperation</p>
<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>	<p><b>EYFS</b> – Ten Little Pirates – Mike Brownlow &amp; Simon Rickerty – I know that boys and girls can all play exciting games together</p> <p><b>Year 3</b> – Oliver – Birgitta Sif – I know we are all different and how that can make people feel excluded.</p> <p><b>Year 3 Beegu</b> – Alexis Deacon – I know the behavior that makes someone feel unwelcome.</p> <p><b>Year 5</b> -Lost and Found Cat: The True Story of Kunkush's Incredible Journey by Doug Kuntz –what it means to be a refugee, the unexpected consequences of being displaced, and the importance of kindness.)</p> <p><b>Year 1</b> -We meet God's love in our family</p> <p>Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Year 2</b> - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family.</p> <p><b>Year 3</b> – 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><b>Year 5</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</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><b>Year 3</b> – This is our House – Michael Rosen – I know how to make sure there are no outsiders in our school</p> <p><b>Year 3</b> – Two Monsters – David McKee – I understand where problems come from and I can find a solution</p> <p><b>Year 3</b> -Pearl Fairweather Pirate Captain: by Jayneen Sanders (Teaching children about gender equality, respect, respectful relationships, empowerment, diversity, leadership, ... behaviours, and the prevention of violence</p> <p><b>Year 5</b> - Child Soldier: When Boys and Girls Are Used in War (CitizenKid) by Michel Chikwanine (Global awareness and social justice issues, conflict, children's rights and bullying.)</p> <p><b>Year 3</b> – 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 they can be repaired and strengthened (Physical)</p> <p><b>Year 5</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p><b>Year 6</b> - 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>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p><b>Year 1- Year 6</b> – Kidsafe</p> <p><b>Year 3</b> – Two Monsters – David McKee – I understand where problems come from and I can find a solution</p> <p><b>Year 6</b> – The Whisperer – Nick Butterworth – I understand why people are labelled by rumours and assumptions and I can challenge rumours <b>EYFS</b> - My Mouth Is a Volcano! by Julia Cook value of respecting others by listening and waiting for their turn to speak</p> <p><b>Year 1</b> - To recognise how I am cared for and kept safe in my family.(physical)</p> <p><b>Year 3</b> – 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>

## 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><b>Year 1-</b> Max the Champion – Sean Stockdale, AS &amp; Ros Asquith – To understand that our bodies work in different ways.</p> <p><b>Year 2</b> – Just Because – Rebecca Elliot – I know some bodies work in different ways and I can see things people are good at. To feel proud of being different</p> <p><b>Year 3</b> - The Hueys in the New Jumper – Oliver Jeffers – Use of strategies to help someone who feels different</p> <p><b>Year 5</b> – And Tango Makes Three – Justin Richardson &amp; Peter Parnell – To accept people who are different from me and know there are people that live in my community that are different from me.</p> <p><b>Year 6</b> – My Princess Boy – Cheryl Kilodavis &amp; Suzanne DeSimone – I know what diversity is and I know that living in the UK means accepting and celebrating Diversity.</p> <p><b>Year 4</b> – The Way Back Home – Oliver Jeffers – I know language can be a barrier and I can find ways to overcome this.</p> <p><b>Year 1 -That's Not What I saw – Ariane Hofm-Maniyr- accept people in different ways</b></p> <p><b>EYFS- The wonder of being special and unique</b>  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><b>Year 1 -We meet God's love in our family</b>  Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Year 2</b> - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family.</p> <p><b>Year 3</b> – 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><b>Year 4</b> - 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>Year 5</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>EYFS- Similarities and differences</b>  Year 1- Developing respect and accepting others  Year 2- Celebrating difference  Year 3- Being respectful and tolerant  Year 4/Year 5/Year 6- Recognising and celebrating difference (including religious and cultural difference)</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p><b>Year 3</b> – Two Monsters – David McKee – I understand where problems come from and I can find a solution</p> <p><b>Year 2</b> - What the Jackdaw Saw –Julia Donaldson &amp; Nick Sherratt communicate in different ways</p> <p><b>Year 2</b> – To celebrate ways of meeting God in our communities. (Spiritual)</p> <p><b>Year 3</b> – 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><b>Year 3</b> – 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><b>Year 4</b> - Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change (Social &amp; Emotional)</p> <p><b>Year 5-</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p>

	Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.
The conventions of courtesy and manners	<p><b>Year 2</b> – Blown Away – Rob Biddulph -I can work with anyone and I like working with different people.</p> <p><b>Year 4</b> – Red:A Crayon’s story – Michale Hall – to be who you are and recognise why some people don’t speak up by Julia Cook</p> <p><b>Year 1</b> - . I Just Don't Like the Sound of No! My Story About Accepting No for an Answer and Disagreeing the Right Way! (Best Me I Can Be)</p> <p><b>Year 1</b> -We meet God's love in our family</p> <p>Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Year 4</b> - Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change (Social &amp; Emotional)</p> <p><b>Year 5</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p>
The importance of self-respect and how this links to their own happiness	<p><b>Year 3</b> – Two Monsters – David McKee – I understand where problems come from and I can find a solution</p> <p><b>Year 1</b> - To recognise how I am cared for and kept safe in my family.(physical)</p> <p><b>Year 3</b> – 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><b>Year 4</b> - 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>Year 5</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>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><b>Year 1 – My World, Your World – Melanie Walsh – I know I live in a world that is full of different people</b>  Dreams of Freedom – Amnesty International = To recognise I have rights and I can decide how to live my life when I grow up and I know I can be what and who I want to be  <b>Year 2 - The Judgemental Flower (Building Relationships) by Julia Cook - valuing the differences of others and showing respect.</b>  <b>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)</b>  <b>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</b> <b>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)</b>  <b>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)</b>  <b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b>  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.  Year 3- Rules and their purpose</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><b>Year 1- Year 6 – Kidsafe</b>  <b>Year 3 – Oliver – Birgitta Sif – I know we are all different and how that can make people feel excluded.</b>  <b>Year 2 - Picnic in the park – Joe Griffiths &amp; Tony Pilgrim –understand that families can be different -I can tell you how I am the same and different – I feel good about being similar and different -Say no to bullying.</b>  <b>Year 4 -Two of Everything – Babette Cole - How and why we share problems</b>  <b>Year 1 -We meet God's love in our family</b>  Aim: To focus on families and specially growing up in a loving, secure and stable home.  <b>Year 2 - To describe ways of being safe in communities.(Physical)</b>  <b>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)</b>  <b>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)</b>  <b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b>  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.  Year 1- Getting help  Year 2- Bullying and teasing  Year 3- Bullying  Year 6- Understanding bystander behaviour</p>

	<p><b>Year 1</b> -I understand something online may upset and know where to find help it anything does, I can communicate politely via the internet. I know the rules of using technology at home or in school.</p> <p><b>Year 2</b> - I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support.</p> <p><b>Year 2</b> - I can use online services to communicate safely. (Online Relationships) I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying)</p> <p><b>Year 3</b> - I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. I can explain what bullying is and know where to go for help. I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 4</b> - I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) I understand the impact technology can have on my health, well-being and lifestyle. (Health well-being)</p> <p><b>Year 5</b> - I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 6</b> - I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware that if I need help I keep asking for it until I get help. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I know how to capture evidence of online bullying and how to report it.</p>
What a stereotype is, and how stereotypes can be unfair, negative or destructive	<p><b>Year 2</b> – Just Because – Rebecca Elliot – I know some bodies work in different ways and I can see things people are good at. To feel proud of being different</p> <p><b>Year 5</b> - The Girl Who Thought in Pictures: the Story of Dr. Temple Grandin (Amazing Scientists) by Julia Finley Mosca Gender equality and disability equality)</p> <p><b>Year 4</b> - Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson (celebration of triumphing over adversity and different able bodies)</p> <p><b>Year 6</b> – The Island – Armin Greder – I know what prejudice is and what happens if racism is not challenged.</p> <p><b>Year 4</b> - 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>Year 5</b> Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually (Spiritual)(Physical)</p> <p><b>Year 6</b> - 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 4- Understanding and challenging stereotypes Year 5- Gender stereotyping</p>

<p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p><b>Year 3</b> - The Hueys in the New Jumper – Oliver Jeffers – Use of strategies to help someone who feels different</p> <p><b>EYFS &amp; Year 1 &amp; 2</b> - Some Secrets Should Never Be Kept by Jayneen Keeping body safe</p> <p><b>Year 3</b> – 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><b>Year 5 Aim:</b> 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><b>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p>EYFS- Safe secrets and touches</p> <p>Year 1- How our feelings can keep us safe</p> <p>Year 2- Safe and unsafe secrets</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><b>Year 3</b> – 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><b>Year 5 Aim:</b> 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>Year 6</b> - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>Year 2-</b> understand that somethings online may upset me and that I cannot trust everyone online. (Self-Image)</p> <p>I can use online services to communicate safely. (Online Relationships)</p> <p><b>Year 3</b> - I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.</p> <p><b>Years 4&amp;5</b> - I can use a search engine and I am aware that not everything I read online is correct.</p> <p><b>Year 6</b> - I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions</p>
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<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><b>Year 1 -We meet God's love in our family</b>  <b>Aim:</b> To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Year 2 - To describe ways of being safe in communities.(Physical)</b>  <b>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</b>  <b>Year 5 Aim:</b> 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)  <b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b>  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>Year 1 -I can recognise the ways we use technology in our classroom, my home and community. I can communicate politely via the internet. I can describe how to behave online in ways that do not upset others and can give examples. I know the rules of using technology at home or in school.</b>  <b>Year 2 - I can use online services to communicate safely. (Online Relationships, I know the rules of using technology at home or in school. (Health well-being)</b>  <b>Year 3 - I know how to use the internet. That I should be a good digital citizen and where to go for help if something upsets me online.</b>  <b>Year 4 I can describe strategies for safe and fun experiences in a range of online social environments and I’m respectful to others online. (Online Relationships) I understand that people may have a different online identity to that in real life and am able to interact with others. (Self-Image).</b>  <b>Year 5 - I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying.</b>  <b>Year 6- I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation</b></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><b>Year 2 - To describe ways of being safe in communities.(Physical)</b> <b>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)</b>  <b>Year 5 Aim:</b> 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)  <b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b>  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>EYFS – Digital Literacy - I can discuss the rules for staying safe online.</b>  I know online content is made and belongs to someone  <b>Year 1 - I understand something online may upset and know where to find help it anything does, I know the rules of using technology at home or in school.</b>  <b>Year 2 - I understand that somethings online may upset me and that I cannot trust everyone online. (Self Image)</b>  I can use online services to communicate safely. (Online Relationships) I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)</p>

	<p>I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) I know the rules of using technology at home or in school. (Health well-being)</p> <p><b>Year 3</b> - I know how to use the internet I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. I can explain what bullying is and know where to go for help. I understand the impact technology can have on my health, well-being and lifestyle. I know who I should be sharing information with and how to keep my data secure.</p> <p><b>Year 4</b> I can evaluate information presented to me to make informed choices about what is Fake News. I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships) I understand that people may have a different online identity to that in real life and am able to interact with others. (Self-Image) I am aware others can find information out about me by searching online. (Online Reputation) I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) I understand the impact technology can have on my health, well-being and lifestyle. (Health well-being) I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security)</p> <p><b>Year 5</b> - I can create a subject specific vlog and understand the potential risks of sharing content online. I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 6</b>-I can explain how to protect my computer or device from harm on the Internet. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware that if I need help I keep asking for it until I get help. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation. I know how to capture evidence of online bullying and how to report it. I know how to keep my data private and secure.</p> <p>Year 1- How our feelings can keep us safe (including online safety)</p> <p>Year 3- Staying safe online</p> <p>Year 4- Online safety</p> <p>Year 5- Managing risk (including online safety)</p> <p>Year 6- Staying safe online</p>
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<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p><b>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</b></p> <p><b>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)</b></p> <p><b>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></p> <p><b>Year 3 - I can analyse information and make accurate searches. I understand the term identity and I can take appropriate measures to protect my own online identity</b></p> <p><b>Year 5 - I can access school email and can send emails to classmates and teacher. I can create a subject specific vlog and understand the potential risks of sharing content online</b></p> <p><b>I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening. Year 6- I am aware of the ways in which the media can shape our ideas about gender. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation</b></p>
<p>How information and data is shared and used online</p>	<p><b>EYFS – Digital Literacy - I can discuss the rules for staying safe online. I know online content is made and belongs to someone</b></p> <p><b>Year 1 - I understand that once something it posted you lose control if it. I can explain what personal information is and give examples of it.</b></p> <p><b>I am aware that content online is owned by the person that created it.</b></p> <p><b>Year 2 - I can give examples of how technology is used to communicate beyond school. I can use online services to communicate safely. (Online Relationships)</b></p> <p><b>I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security) I am aware that content online is owned by the person that created it. (Copyright)</b></p> <p><b>Year 3 - I understand the need for copyright and the consequences of ignoring it. I am aware of what I should be sharing online and where to go for help if I need it. I know who I should be sharing information with and how to keep my data secure.</b></p> <p><b>Year 4 - I am aware others can find information out about me by searching online. (Online Reputation) I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security) I understand the need for copyright and the consequences of ignoring it. (Copyright)</b></p> <p><b>Year 5 I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.</b></p> <p><b>Year 6-I can explain how to protect my computer or device from harm on the Internet. I understand the need for copyright and the consequences of ignoring it.</b></p>

## **Being safe**

<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>Year 1 -We meet God's love in our family</b> Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>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</b> (Social &amp; Emotional)</p> <p><b>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)</b></p> <p><b>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)</b></p> <p><b>Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</b> Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p> <p><b>Year 1 - I understand something online may upset and know where to find help it anything does, I can communicate politely via the internet.</b> I know the rules of using technology at home or in school.</p> <p><b>Year 2 I understand that somethings online may upset me and that I cannot trust everyone online. (Self-Image)I can use online services to communicate safely. (Online Relationships) I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) I know the rules of using technology at home or in school. (Health well-being)</b></p> <p><b>Year 3 - I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.</b></p> <p><b>Year 4 - I can describe strategies for safe and fun experiences in a range of online social environments and I’m respectful to others online. (Online Relationships) I understand that people may have a different online identity to that in real life and am able to interact with others. (Self-Image) I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying)</b></p> <p><b>Year 5 -I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. Year 6- I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation.</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><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>Year 1 - To recognise how I am cared for and kept safe in my family.(physical)</b></p> <p><b>Year 2 - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family.</b></p> <p><b>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)</b></p> <p>EYFS- Keeping my body safe</p> <p>Year 2- Safe and unsafe secrets</p> <p>Year 3- Keeping safe</p> <p>Year 5- How my feelings help keep me safe</p> <p>Year 6- Keeping safe</p>

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	<p><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>Year 6 – Dreams of Freedom – Amnesty International</b></p> <p><b>EYFS &amp; Year 1 &amp; 2 - Some Secrets Should Never Be Kept by Jayneen</b></p> <p><b>Keeping body safe</b></p> <p><b>Year 1 -We meet God's love in our family</b></p> <p><b>Aim:</b> To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Year 3 – AIM –</b> 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><b>Year 5 Aim:</b> 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><b>Year 6 -</b> To develop a secure understanding of what stable, caring relationships are and the different kinds there may be.</p> <p>Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p>
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	<p><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>Year 1 -We meet God's love in our family</b></p> <p><b>Aim:</b> To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Year 3 – AIM –</b> To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe</p> <p><b>Year 5 Aim:</b> 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>Year 5 Aim:</b> 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>
How to recognise and report feelings of being unsafe or feeling bad about any adult	<p><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>EYFS : The wonder of being special and unique</b></p> <p><b>Aim:</b> 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><b>Year 1 -</b> To recognise how I am cared for and kept safe in my family (physical).</p> <p><b>Year 2 -</b> To describe ways of being safe in communities.(Physical)</p> <p><b>Year 3 – AIM –</b> To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe</p> <p><b>Year 5 Aim:</b> 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>
How to ask for advice or help for themselves or others, and to keep trying until they are heard	<p><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>Year 3 – AIM –</b> To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe</p> <p><b>Year 4 - Aim:</b> To make links and</p>

	<p>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>Year 5 Aim:</b> 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>Year 5 Aim:</b> 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><b>Year 6 -</b> 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>
How to report concerns or abuse, and the vocabulary and confidence needed to do so	<p><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>Year 2 -</b> To describe ways of being safe in communities.(Physical) <b>Year 3 – AIM –</b> 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><b>Year 5 Aim:</b> 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><b>Year 6 -</b> 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>
Where to get advice from e.g. family, school and/or other sources	<p><b>Year 1- Year 6 – Kidsafe</b></p> <p><b>Year 2 -</b> To describe ways of being safe in communities.(Physical) <b>Year 3 – AIM –</b> 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><b>Year 5 Aim:</b> 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>Year 6 -</b> 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>

### **Mental well-being**

That mental wellbeing is a normal part of daily life, in the same way as physical health	<p><b>Year 5</b> The Artist who painted a blue horse – I know that it is important to be able to express my feelings and why</p> <p><b>Year 4 -The Colour Thief -Andrew Fusek Peters -A family’s story of depression</b></p> <p><b>Year 4 - Aim:</b> 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>Year 5 Aim:</b> 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</p>
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	<p>daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. (Social &amp; Emotional)</p> <p><b>Year 6- Looking after my 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><b>Year 2</b> The Odd Egg – Emily Garrett – I know when things can go wrong I can feel embarrassed and find a solution.</p> <p><b>Year 5 &amp; 6 - The Red Tree – Shuan Tan – Depression. Loneliness &amp; Hope</b></p> <p><b>NURSERY –Wonder at God’s love and creation – focus on facial expressions and beauty of a smile, what makes me happy and sad</b></p> <p><b>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)</b></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><b>Year 6 – The Whisperer – Nick Butterworth – I understand why people are labelled by rumours and assumptions and I can challenge rumours.</b></p> <p><b>Year 5 - Full Cicada Moon by Marilyn Hilton - shows readers that positive change can start with just one person speaking up.)</b></p> <p><b>NURSERY –Wonder at God’s love and creation – focus on facial expressions and beauty of a smile, what makes me happy and sad</b></p> <p><b>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)</b></p> <p><b>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)</b></p> <p><b>EYFS KS1, LKS2, UKS2 – Life to the Full</b></p>
<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p><b>Year 4 - Misery Moo – Jeanne Willis &amp; Tony Ross -Be aware of how my behaviour affects others</b></p> <p><b>Year 2 - To describe ways of being safe in communities. (Physical)</b></p> <p><b>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)</b></p> <p><b>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)</b></p>
<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</p>	<p><b>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)</b></p> <p><b>EYFS- Keeping my body healthy</b></p> <p><b>Year 1/Year 2- Hygiene and health</b></p> <p><b>Year 3- Keeping myself healthy and well</b></p> <p><b>Year 4- Having choices and making decisions about my health</b></p> <p><b>Year 5- Keeping myself healthy</b></p>
<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p><b>Year 4 - Perfect Square – Michael Hall -develop skills of resilience</b></p> <p><b>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)</b></p>

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	<b>Year 5 &amp; 6 - The Red Tree – Shuan Tan – Depression. Loneliness &amp; Hope</b>
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	<p><b>Year 6 – My Princess Boy – Cheryl Kilodavis &amp; Suzanne DeSimone – I know what diversity is and I know that living in the UK means accepting and celebrating Diversity.</b></p> <p><b>Year 6 -The Thing – Simon Puttock &amp; Daniel Egneus -welcome difference and stand up to discrimination</b></p> <p><b>Year 5 Aim:</b> 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>Year 1</b> I understand something online may upset and know where to find help it anything does,</p> <p><b>Year 2 -</b> I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying)</p> <p><b>Year 3 -</b> I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 4 -</b> I understand the impact technology can have on my health, well-being and lifestyle. (Health well-being)</p> <p><b>Year 5 –</b> I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 6-</b> I understand the impact technology can have on my health, well-being and lifestyle</p>
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)	<p><b>Year 5 - The Broken Wing – Bob Graham – to recognize when someone needs help</b></p> <p><b>Year 4 -The Colour Thief -Andrew Fusek Peters -A family’s story of depression</b></p> <p><b>Year 4 - Aim:</b> 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>Year 5 Aim:</b> 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>EYFS – Year 6 – E Safety Lessons, Assemblies, Class Teachers and Mentors</b></p>
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><b>Year 4 -The Colour Thief -Andrew Fusek Peters -A family’s story of depression</b></p> <p><b>Year 4 - Aim:</b> 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>

## Internet safety and harms

<p>That for most people the internet is an integral part of life and has many benefits</p>	<p><b>EYFS</b> - I can discuss the use of technology in the world around me. I understand that people can talk to each other (communication) online. I can use a search engine.</p> <p><b>Year 1</b> - I can recognise the ways we use technology in our classroom, my home and community.</p> <p><b>Year 2</b> - I can give examples of how technology is used to communicate beyond school.</p> <p><b>Year 5</b> - I can access school email and can send emails to classmates and teacher. I can create a subject specific vlog and understand the potential risks of sharing content online. I can collaborate to develop &amp; improve work. I can search for someone online and create a summary report about that person.</p> <p><b>Year 6- Computing Lessons, PSHE</b></p>
<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>	<p><b>Year 5 Aim:</b> 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>Year 2</b> I understand that somethings online may upset me and that I cannot trust everyone online. (Self-Image). I can use online services to communicate safely. (Online Relationships)</p> <p><b>Year 3</b> - I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. I understand the impact technology can have on my health, well-being and lifestyle. I understand the term identity and I can take appropriate measures to protect my own online identity</p> <p><b>Year 4</b> - I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships) I understand the impact technology can have on my health, well-being and lifestyle. (Health well-being)</p> <p><b>Year 5</b> I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 6</b>- I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation I understand the impact technology can have on my health, well-being and lifestyle</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><b>Year 1</b> - I can use a search engine.</p> <p>I understand something online may upset and know where to find help if anything does, I can communicate politely via the internet. I understand that once something it posted you lose control if it. I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I can explain what personal information is and give examples of it.</p> <p><b>Year 2</b> - I can use online services to communicate safely. (Online Relationships) I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) I know the rules of using technology at home or in school. (Health well-being)</p> <p>I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)</p> <p><b>Year 3</b> I should be a good digital citizen and where to go for help if something upsets me online.</p> <p><b>Year 4</b> - I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships) I am aware others can find Information out about me by searching online. (Online Reputation) I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying). I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security)</p> <p><b>Year 5</b> I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle. I can create a strong password and understand the real cost of some apps. I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.</p> <p><b>Year 6</b>-I can explain how to protect my computer or device from harm on the Internet. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware of the ways in which the media can shape our ideas about gender... I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation. I know how to capture evidence of online bullying and how to report it. I know how to keep my data private and secure.</p>
<p>Why social media, some computer games and online gaming, for example, are age restricted</p>	<p><b>E-Safety EYFS – Year 6 Digital Literacy</b></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><b>Year 6 – The Whisperer – Nick Butterworth –</b> I understand why people are labelled by rumours and assumptions and I can challenge rumours</p> <p><b>Year 5 Aim:</b> 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>Year 1</b> I understand something online may upset and know where to find help it anything does, I can describe how to behave online in ways that do not upset others and can give examples. <b>Year 2</b> - I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying)</p> <p><b>Year 3</b> I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 4</b> I can describe strategies for safe and fun experiences in a range of online social environments and I’m respectful to others online. (Online Relationships) I understand that people may have a different online identity to that in real life and am able to interact with others. (Self-Image) I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) I understand the impact technology can have on my health, well-being and lifestyle. (Health well-being).</p> <p><b>Year 5</b> I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle.</p> <p><b>Year 6-</b> I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I understand the impact technology can have on my health, well-being and lifestyle</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><b>Year 1 – I know how to use search engines</b></p> <p><b>Year 2</b> - I am aware that content online is owned by the person that created it. (Copyright)</p> <p><b>Year 3</b> - I know how to use the internet. I can analyse information and make accurate searches. I understand the need for copyright and the consequences of ignoring it. I understand the term identity and I can take appropriate measures to protect my own online identity</p> <p><b>Year 4</b> - I can evaluate information presented to me to make informed choices about what is Fake News.</p> <p>I am aware others can find information out about me by searching online. (Online Reputation) I understand the need for copyright and the consequences of ignoring it. (Copyright)</p> <p><b>Year 6-</b> I understand the need for copyright and the consequences of ignoring it.</p>

Where and how to report concerns and get support with issues online	<p><b>Year 5 Aim:</b> 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>Year 1</b> - I understand something online may upset and know where to find help if anything does,</p> <p><b>Year 2</b> - I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation)I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying)</p> <p><b>Year 3</b> - I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.</p> <p><b>Year 4</b> - I can describe strategies for safe and fun experiences in a range of online social environments and I’m respectful to others online. (Online Relationships)</p> <p><b>Year 5</b> - I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle. I can create a strong password and understand the real cost of some apps. I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.</p> <p><b>Year 6</b>-I can explain how to protect my computer or device from harm on the Internet. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware that if I need help I keep asking for it until I get help. I know how to capture evidence of online bullying and how to report it.</p>
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### **Physical health and fitness**

The characteristics and mental and physical benefits of an active lifestyle	<b>Year 1 - To recognise how I am cared for and kept safe in my family.(physical)</b>
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	<b>PE Curriculum KS1, LKS2, UKS2</b>
The risks associated with an inactive lifestyle (including obesity)	<b>PE Curriculum KS1, LKS2, UKS2</b>
How and when to seek support including which adults to speak to in school if they are worried about their health	

## Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	<b>EYFS- Keeping my body healthy</b> <b>Year 1- Healthy Eating</b> <b>Year 2- Looking after my body</b> <b>Year 3- Keeping myself healthy and well</b> <b>Year 4- Healthy choices</b> <b>Year 5- Keeping myself healthy</b>  <b>PE &amp; Design &amp; Technology Curriculum</b>
The principles of planning and preparing a range of healthy meals	<b>PE &amp; Design &amp; Technology Curriculum</b>
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)	<b>EYFS – What constitutes a healthy lifestyle, including physical activity, dental health &amp; healthy eating</b>  <b>PE &amp; Design &amp; Technology Curriculum</b>

## Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	<b>Year 5 &amp; Year 6 – external specialists – PSCO, HBC, PH</b> <b>Year 1/Year 2- Medicine Safety</b> <b>Year 3- Drugs and their risk</b> <b>Year 4- Understanding the norms of drug use (cigarettes and alcohol)</b> <b>Year 5- Norms around use of legal drugs (tobacco, alcohol)</b> <b>Year 6- Drugs, norms and risks (including the law)</b>
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## Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	<b>EYFS – What constitutes a healthy lifestyle, including physical activity, dental health &amp; healthy eating</b>  <b>EYFS- Keeping my body healthy</b> <b>Year 2- Exercise and sleep</b>

About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	<b>EYFS – Me, My Body and my Health</b>  Year 1/Year 2- Hygiene and health
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	<b>EYFS – Year 6</b> <b>Year 5 Aim:</b> 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) Year 1/Year 2- Hygiene and health
The facts and science relating to allergies, immunisation and vaccination	

#### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	<b>EYFS-Year 6 – Assemblies,</b> <b>Year 5 – Crucial Crew</b>
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	<b>Year 5 &amp; Year 6 – Basic First Aid Training</b>

#### **Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	<b>Year 5 Aim:</b> 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) <b>Year 6</b> Year 4- Body changes during puberty Year 6- Body image Year 6- coping with changes
About menstrual wellbeing including the key facts about the menstrual cycle	<b>Year 5 Aim:</b> 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) <b>Year 6</b>

## Appendix 2

### Come and See and Relationship and Sex Education



#### Introduction

The following is intended as a guide for linking Relationship and Sex Education with Come and See in KS2. 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.

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</li><li>○ 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 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</li> <li>○ The joys and demands of engaging in a mission</li> <li>○ The reasons why people what 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 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 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> </ul>

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

<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> </ul>

		<ul style="list-style-type: none"> <li>○ What it means to be truly loving</li> </ul>
○	○	<ul style="list-style-type: none"> <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 demonstrate God's unconditional love for everyone even when times are hard.</li> <li>○ The challenge these passages present to Christians.</li> <li>○ The Beatitudes and their meaning for today.</li> <li>○ God's unconditional love and what this means.</li> <li>○ By living in God's way, as Jesus showed us, we can grow in love.</li> </ul>
<b>VOCATION AND COMMITMENT</b>	The vocation of priesthood and religious life	<ul style="list-style-type: none"> <li>○ What it means to be committed?</li> <li>○ Why people are committed?</li> <li>○ The implications of lack of commitment</li> <li>○ Whom shows commitment</li> <li>○ How commitment affects the level of job satisfaction</li> <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> <li>○ The difference between wishing and expecting.</li> <li>○ The meaning of Advent</li> </ul>
<b>SOURCES</b>	The Bible, the special book for the Church	<ul style="list-style-type: none"> <li>○ The kind of books which are the most helpful</li> <li>○ Our lives are enriched by books.</li> </ul>

		<ul style="list-style-type: none"> <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> <li>○</li> </ul>
<b>UNITY</b>	Eucharis 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> <li>○</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> </ul>

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

### **Appendix 3**

#### **Statutory Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development, children 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

### **Policy Updated**

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By: Miss L. Sanders (RSHE Coordinator)