

St Joseph's

Catholic Primary School

Work hard, love tenderly, walk humbly: trusting in God.



Relationships, Sex and Health Education Policy

Head Teacher: Mrs J. Burgess

Chair of Governors: Mrs C. Horsley

Revision History					
Name	Version	Reason for change	Status	Date	Review
Mrs J Burgess Mrs J Ashby	1.0	Review cycle	Final	May 2023	May 2024

St Joseph's Catholic Primary School – Relationships, Sex and Health Education Policy

St Joseph's sees Relationship Education as a vital subject through which pupils develop the knowledge, skills and attributes they need to keep themselves happy, healthy and safe in our ever changing and challenging online and offline world.

As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. We have chosen to use The Life to the Full Programme written by Ten:Ten Resources to help deliver the statutory RSHE curriculum.

Consultation

This policy has been created after:

- All teaching staff have taken part in online RSHE training.
- Staff meetings have been held discussing key decisions about the RSHE curriculum and how it should be taught.
- Parents have been given access to Ten:Ten Online parent portal.
- RSHE parent questionnaire
- Consultation with school governors.

Implementation and Review of Policy

Implementation of the policy will take place in the Summer Term 2023 . This policy will be reviewed every year by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff. The next review date is summer term 2024.

Dissemination

A copy of the policy is available to view on the school website and a paper copy is available in the school office. Details of the content of the RSHE curriculum will also be published on the school website.

Defining Relationship and Sex Education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults". This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

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

Rationale

'I have come that you might have life and have it to the full' (John:10:10)

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

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSHE and The Mission Statement

Our mission statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive,

psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

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

To develop the following personal and social skills:

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

To know and understand:

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

Outcomes Inclusion and Differentiated Learning

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying) use of prejudice-based language and how to respond and ask for help.

Equalities Obligations

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

Broad Content of RSHE

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum. Our specific Relationships and Sex Education programme will use Life to the Full resources to teach in an age appropriate way the following topics and additional activities.

See Appendix 1 and Appendix 2

Programme/Resources Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion and reflection
- experiential
- brainstorming
- film & video
- group work
- role-play
- drawing

Staff continually assess children's needs and relationship skills by observing children interacting with others during playtime, lessons and paired and team work activities. In addition to this vital everyday assessment, children will complete age appropriate Life to the Full assessment activities linked to each module, to help staff assess pupils' learning in RSHE.

Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home through access to the Life to the Full online parent portal and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed and would encourage parents to arrange an appointment to speak to the head teacher if they have concerns about their child taking part in any part of the RSHE curriculum.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Other Roles and Responsibilities regarding RSHE

Governors

- draw up the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;

- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

Head teacher

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

RSHE Co-ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training.

All staff

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to other policies and curriculum subjects

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) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Children's questions

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

The policy will be reviewed every year by the Head Teacher, RSHE coordinator, the governing body and staff. The next review date is May 2024.



Appendix 1
Subject Yearly Overview – Relationships, Sex and Health Education
(RSHE)

Ten:Ten – Life to the Full

Autumn Term	Spring Term	Summer Term
<p align="center">EYFS</p> <p>Handmade With Love <i>We are created individually by God as part of His creation plan. We are all God's children and are special. Our bodies were created by God and are good. We can give thanks to God!</i></p> <p>I Am Me <i>We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</i></p> <p>Head, Shoulders, Knees and Toes <i>That our bodies are good and made by God. The names of the parts of the body (not genitalia).</i></p> <p>Ready Teddy <i>That our bodies are good and we need to look after them. What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</i></p>	<p align="center">EYFS</p> <p>I like, You like, We All Like! <i>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). That it is natural for us to relate to and trust one another.</i></p> <p>Good Feelings, Bad Feelings <i>Develop a language to describe their feelings and understanding that everyone experiences feelings, both good and bad. Simple strategies for managing feelings.</i></p> <p>Let's Get Real! <i>Simple strategies for managing emotions and behaviour. That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus.</i></p> <p>Growing Up <i>That there are natural life stages from birth to death, and what these are.</i></p> <p>Role Model <i>That we are part of God's family. Jesus cared for others and wanted them to live good lives like him. We should love other people in the same way God loves us.</i></p> <p>Who's Who? <i>To identify special people (e.g. parents, carers, friends) and what makes them special. The importance of the nuclear family and of the wider family. The importance of being close to and trusting of 'special people' and</i></p>	<p align="center">EYFS</p> <p>Safe inside and out <i>Children will learn about safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people.</i></p> <p>My body, my rules <i>To know they are entitled to bodily privacy. That they can and should be open with 'special people' they trust if anything troubles them. That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest.</i></p> <p>Feeling Poorly <i>That medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies, because God created them and gifted them to us.</i></p> <p>People who help us <i>There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance.</i></p> <p>God is love</p>

	<p>telling them is something is troubling them.</p> <p>You've Got A Friend In Me</p> <p><i>How their behaviour affects other people and that there is appropriate and inappropriate behaviour. The characteristics of positive and negative relationships. About different types of teasing and that all bullying is wrong and unacceptable.</i></p> <p>Forever Friends</p> <p><i>To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives.</i></p>	<p><i>That God is love: Father, Son and Holy Spirit. That being made in His image means being called to be loved and to love others.</i></p> <p>Loving God, Loving others</p> <p><i>What a community is, and that God calls us to live in community with one another. Some Scripture illustrating the importance of living in a community. No matter how small our offerings, they are valuable to God and He can use them for His glory.</i></p> <p>Me, You, Us</p> <p><i>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</i></p>
<p>KS1 - Years 1 & 2 Let The Children Come</p> <p><i>We are created individually by God. God wants us to talk to Him often through the day and treat Him as our best friend. God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness. We are created as a unity of body, mind and spirit: who we are matters and</i></p>	<p>KS1 - Years 1 & 2 Feelings, Likes and Dislikes</p> <p><i>That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings.</i></p> <p>Feeling Inside Out</p> <p><i>Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</i></p>	<p>KS1 - Years 1 & 2 Being Safe</p> <p><i>To understand safe and unsafe situations, including online.</i></p> <p>Good and Bad secrets</p> <p><i>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe</i></p> <p>Physical Contact</p> <p><i>To know that they are entitled to bodily privacy; That there are different</i></p>

what we do matter. We can give thanks to God in different ways.

I Am Unique

To learn that we are unique, with individual gifts, talents and skills.

Girls and Boys

Our bodies are good; The names of the parts of our bodies including genitalia. That girls and boys have been created by God to be both similar and different and together make up the richness of the human family.

Clean And Healthy (My Body)

That our bodies are good and we need to look after them. What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating. The importance of sleep, rest and recreation for our health. How to maintain personal hygiene.

Super Susie Gets Angry

Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; that Jesus died on the cross so that we would be forgiven

The Cycle Of Life

Children will know and appreciate that there are natural life stages from birth to death, and what these are.

God Loves You

We are part of God's family. Saying sorry is important and can mend friendships. Jesus cared for others and had expectations of them and how they should act. We should love other people in the same way God loves us.

Special People

To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special. The importance of nuclear and wider family. The importance of being close to and trusting special people and telling them if something is troubling them.

Treat Others Well...

How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable.

...And Say Sorry

To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.

people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.

Harmful Substances

Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.

Can You Help Me?

They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency. Basic first aid should be used instead of calling 999. Some basic principles of First Aid

Three In One

God is love: Father, Son and Holy Spirit Being made in His image means being called to be loved and to love others.

Who Is My Neighbour?

To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.

The Communities We Live In

That they belong to various communities such as home, school, parish, the wider local community, national and

		<p><i>global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live</i></p>
<p>LKS2 - Years 3 & 4 Get Up! <i>We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation). Every human life is precious from the beginning of life (conception) to natural death. Personal and communal prayer and worship are necessary ways of growing in our relationship with God.</i></p> <p>The Sacraments <i>That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience.</i></p> <p>We Don't have To Be The Same <i>Similarities and differences between people arise as they grow and make choices, and that by living and</i></p>	<p>LKS2 - Years 3 & 4 What Am I Feeling? <i>That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (e.g. parents/carer/teacher/parish priest).</i></p> <p>What Am I Looking At? <i>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</i></p> <p>I Am Thankful <i>Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</i></p> <p>Life Cycles <i>That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life.</i></p>	<p>LKS2 - Years 3 & 4 Sharing Online <i>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.</i></p> <p>Chatting Online <i>How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.</i></p> <p>Safe In My Body <i>To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially</i></p>

<p><i>working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</i></p> <p>Respecting Our Bodies <i>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</i></p> <p>What Is Puberty? (Year 4 only) <i>Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.</i></p> <p>Changing Bodies (Year 4 only) <i>Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.</i></p>	<p>Jesus, My Friend <i>That God loves, embraces, guides, forgives and reconciles us with him and one another. The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</i></p> <p>Friends, Family And Others... <i>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.</i></p> <p>When Things Feel Bad <i>Develop a greater awareness of bullying (including cyberbullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</i></p>	<p><i>those closest to us who care for us, including our teachers and parish priest.</i></p> <p>Drugs, Alcohol And Tobacco <i>Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.</i></p> <p>First Aid Heroes <i>In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.</i></p> <p>A Community Of Love <i>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' The human family is to reflect the Holy Trinity in mutual charity and generosity.</i></p> <p>What Is The Church? <i>The human family can reflect the Holy Trinity in charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese)</i></p> <p>How Do I Love Others? <i>To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</i></p>
<p>UKS2 - Years 5 & 6 Calming The Storm <i>We were created individually by God who</i></p>	<p>UKS2 - Years 5 & 6 Body Image <i>To recognise that images in the media do not always reflect</i></p>	<p>UKS2 - Years 5 & 6 Sharing Isn't Always Caring</p>

cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!

Gifts and Talents

Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).

Girls' Bodies/Boys' Bodies

That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls and boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.

Spots And Sleep

How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.

reality and can affect how people feel about themselves. That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media.

Peculiar Feelings

To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.

Emotional Changes

Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.

Seeing Stuff Online

The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images.

Making Babies

How a baby grows and develops in its mother's womb. Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.

Menstruation

About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.

To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.

Cyberbullying

What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim How to get help if they experience cyberbullying.

Types Of Abuse

To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.

Impacted Lifestyles

Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.

	<p>Is God Calling You? <i>To know that God calls us to love others. To know ways in which we can participate in God's call to us.</i></p> <p>Under Pressure <i>Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.</i></p> <p>Do You Want A Piece Of Cake <i>Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.</i></p> <p>Self-Talk <i>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships.</i></p>	<p>Making Good Choices <i>Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco</i> <i>Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies.</i></p> <p>Giving Assistance <i>The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</i></p> <p>The Trinity <i>To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. To know that the Holy Spirit works through us to bring God's love and goodness to others.</i></p> <p>Catholic Social Teaching <i>The principles of Catholic Social Teaching. That God formed them out of love, to know and share His love with others.</i></p> <p>Reaching Out <i>Learn to apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community.</i></p>
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Each year group delivers the full programme over 3 terms every year. This means that the full learning stages are run twice (e.g. the full KS1 programme is run with Year 1 and then repeated with Year 2).



St Joseph's
Catholic Primary School

Work hard, love tenderly, walk humbly: trusting in God.

Appendix 2

Additional activities to complement/enhance the RSHE curriculum

At St Joseph's, RSHE is an essential part of the curriculum and is embedded within all curriculum subjects. Opportunities are provided in a cross curricular capacity for children to explore all of the RSHE aims using a wide range of activities, resources and books that engage and excite children.

There are regular opportunities to discuss and share feelings and opinions in a safe, supportive environment. Whole school and key stage assemblies will deliver teaching in many areas of the RSHE curriculum.

The Religious Education curriculum and our Catholic life also provides opportunities for learning and development in RSHE. We emphasise the importance of community as part of our Catholic ethos and support many charities and social justice projects throughout the academic year. We regularly engage with agencies such as the NSPCC, CAFOD and local services such as PACT house, school nurses, the police and the firefighters.

Personal safety is a crucial part of our RSHE curriculum and through regular trips and in-school visits, children are taught how to keep themselves safe.

Termly events and assemblies listed below all support and enhance the teaching of the RSHE curriculum.

Autumn Term	Spring Term	Summer Term
European Day of Languages – Whole school	Safer Internet Day – Whole School	Year 6 Youth Festival Allensford
Judaism week – Whole school	Islam Week – Whole School	Year 6 Residential Middleton
Fire Service Visit - Bonfire safety – Y5/6	World Book Day – Whole School	'Tidy Ted' assembly – EYFS/Y1
Remembrance Day liturgy – Whole school	International Woman's Day – Whole school	The Coronation – Whole school
Anti-bullying week Assembly – Whole school	Cafod's Lent Big Walk – Whole School	Mental Health Awareness Week – Whole School
Cafod World Gifts Assembly – Whole school	Fr. David's Mission for Muhoroni Assembly – Whole School	Child Safety Week – Whole school
Save the Children Christmas jumper day – Whole school	Class Masses – Whole School	World Fairtrade Day – Whole School
Advent Liturgies – Whole school	Year 5 residential visit to Emmaus Youth Village.	Enterprise Week – Whole school
Christmas cards of hope – KS2	Police and Police dog visit - EYFS	Careers Week - UKS2
Choir singing in local care homes – KS2		
NSPCC – Speak Out, Stay Safe Y5 and Y6		