



Relationships and Sex Education (RSE) Policy

St Richard Reynolds Catholic Primary School

Policy: Relationships, Sex and Education (RSE)

Date of publication: September 2026

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Date of next review: September 2027

The CES 2026 framework emphasises that healthy relationships are the core learning within the curriculum, prioritising the term RSE.

1. Policy Development, Consultation and Evaluation

In this policy, the Governors and teachers, in partnership with our Diocesan Schools' Service, pupils and parents/carers, set out our intentions regarding Relationships and Sex Education (RSE).

1.2: Consultation and Evaluation

We recognise parents as the first educators of their children. Consequently, consultation and ongoing evaluation of the RSE programme will involve:

- Primary Parliament/School Council feedback.
- Annual surveys and forums for parents/carers to evaluate the curriculum.
- Regular review of content with staff, pupils and Governors.
- Consultation with the wider school community (e.g., school nursing services, Diocesan representatives).

1.3: Implementation and Review of Policy

This policy will be reviewed every year by the Principal, Head of Primary, RSE Coordinator, governors and staff. The next review date is September 2028

1.4: Dissemination

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Details of the content of the RSE curriculum and policy will also be published on the School's website.

2: Introduction:

"God is love and a person who lives in love, lives in God and God lives in them". 1 John 4:16

St Richard Reynolds is a Catholic Community rooted in the love of Christ. Our RSE curriculum will reflect and support the development of the school ethos and Mission Statement :

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are loved, listened to, challenged and inspired.

To support our mission, the curriculum is structured around three core elements:

- Created and Loved by God: Understanding the individual's identity, self-worth and dignity as a child of God.
- Created to love others: Developing healthy, virtuous relationships with family, friends and the wider world.
- Created to live in Community: Understanding our responsibilities to the community, the common good and catholic social teaching.

This policy is based on a number of key national and local documents including:

- Keeping Children Safe in Education (DfE, 2022)
- Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, July 2025)

This policy should be read and understood with reference to other College policies including:

- Safeguarding & Child Protection Policy
- College Mission Statement
- Online Safety Policy

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. All parents/carers and teachers are called to develop the whole person: physically, intellectually, emotionally, psychologically, aesthetically, sexually, morally, spiritually and religiously. RSE is an integral part of this development of the whole person. As Catholics we see all these areas as graced by God and leading to God. We also believe that our Catholic tradition provides us with key insights into God's plan for the fulfilment of each person.

2.2: Definition of Relationship, Sex and Health Education:

The Catholic Education Service (CES) 2026 framework prioritises the term RSE because it emphasises that healthy relationships are the core learning within the curriculum.

The DfE statutory guidance states that children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High-quality RSE does this by promoting their moral, social, mental and physical development and cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.

At St Richard Reynolds, RSE is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools, the focus is on teaching the fundamental building blocks and characteristics of positive relationships, supporting children from the start of their education to grow into kind, caring adults who know how to keep themselves and others safe.

3. Pedagogical Principles:

Our RSE programme is designed to be an excellent educational experience, adhering to the following principles:

- **Progressive & Developmental:** The curriculum is planned from beginning to end, with each phase of education informing the next, ensuring children are led to a deeper understanding at a rate corresponding to their maturity.
- **Adaptive:** We ensure that the curriculum is sensitive to the different needs of our pupils, respecting their age, stage of development and individual circumstances.
- **Integrated:** RSE is an integral part of the school's life. We ensure that parents are active partners in both the planning and the annual evaluation of the curriculum to ensure it meets the needs of our community.

3.2: Values and Virtues

Our programme explicitly 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 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.

4. Rationale:

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 RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in a 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 as rooted in creation are seen as God's gift, reflect God's beauty and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. RSE will be taught as its own discrete subject and 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 RSE will be delivered in accordance with the Church's moral teaching. It will emphasise the sacrament of marriage as a lifelong covenant between a man and a woman, ordered towards the procreation and education of children. Pupils will also be taught to understand the distinction between civil partnerships and the sacramental nature of marriage. The curriculum will promote respectful dialogue and develop pupils' capacity for meaningful conversation rooted in Catholic anthropology, whilst recognising that all pupils have a fundamental right to have their lives respected, whatever household or background they come from. It will also prepare pupils to live responsibly and respectfully in modern Britain, with a strong focus on fostering respectful dialogue and encouraging pupils to develop skills of discernment (RED, p.249).

5: Statutory requirements:

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the ***Children and Social Work Act 2017***. In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Although we are not required to provide sex education, we do need to teach the elements of sex education contained in the Science curriculum.

6: Aims and Objectives:

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

The aims and objectives of the RSE programme are:

- to promote and develop attitudes and values rooted in the Theology of the Body and the Gospel, such as love, truth, honesty, justice, respect for the God-given worth of every person, integrity, mercy, compassion, reconciliation and true freedom.
- Recognise that the human body is sacred, created in God's image and must never be objectified.
- to provide an accurate knowledge and understanding about sexuality and relationships in the light of Catholic teaching which is appropriate to the age, gender, ethnicity and ability of the child;
- to develop personal and social skills, including but not limited to, the ability to make sound judgements, to form friendships and loving, stable relationships, to manage emotions and conflicts within relationships, developing self-esteem and confidence and building resilience;
- to empower pupils to keep themselves safe from harm and to protect themselves from exploitation;
- to take responsibility for their own actions and to have a recognition of the impact of these on others;
- to enable pupils to discern and make choices in the light of the teaching of the Catholic Church.

Our RSE objectives will be achieved through partnership with:

6.1: Parents/carers:

We recognise parents/carers as the first educators of their children and seek to support and not replace them in this situation. Support, understanding and advice will be offered to parents/carers to deal with sensitive issues they may need to address.

- a) The school will provide in advance, information to parents/carers and opportunities for consultation and involvement in the Relationships & Sex Education programme. Parents/carers will also be able to view examples of resources used in the delivery of the RSE programme. Parents/carers can therefore be prepared to talk and answer questions about their children's learning.
- b) Parents/carers do not have the right to withdraw their children from relationships education. Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. The school sees RSE as an integral part of the religious dimension of College life and asks parents/carers who wish to withdraw their child from the programme to discuss their intention, in the first instance, with the Head of Primary. Parents/carers must inform the school, in writing, in advance if they intend to withdraw their child, so that alternative and appropriate supervision can be provided.
- c) Upon receiving a written request to withdraw a child from non-statutory sex education, the Head of Primary will invite the parents/carers to a meeting to discuss their concerns, review the resources together and ensure that the implications of withdrawal are fully understood.

If the request is maintained, the school will document the agreement, arrange alternative supervision during those specific lessons and provide the home-learning materials as stated. We firmly believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

- d) Parents'/carers' concerns or objections to the content or delivery of the RSE programme should be addressed in the first instance to the Head of Primary. Should this fail to resolve the matter, then the College's complaints procedure should be followed. If a parent chooses to exercise their right to withdraw their child from non-statutory Sex Education, the school will provide support by offering materials for parents to help the children with their learning at home.

6.2: Diocese:

This Catholic College is part of a family of schools and parishes and is established in order that the education of the children in this school can be taught as an integral part of the Catholic Faith. It is part of the duty of the Bishop under the Law of the Church (*Can. 796-806*) to watch over and inspect the Catholic schools in his area and with the Trustees of the Diocese to ensure that the formation and education provided in such schools are based on the principles of Catholic doctrine.

6.3: Governors:

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school.

- a) The governors of this Catholic school acknowledge and intend to promote the consistent teaching of the Catholic Church in the fulfilment of their ecclesial and statutory duties, for the benefit of the children in their care.
- b) The governors will agree to the RSE policy, in consultation with parents/carers and teachers.
- c) Governors will ensure that the policy is available to parents/carers.
- d) They recognise that parents/carers have the primary responsibility for the education of their children and that parents have special rights and duties over education in personal relationships, including the right to withdraw their child from the sex education delivered as part of statutory RSE.
- e) They will ensure that the policy is in accordance with other whole school policies, e.g. SEND, the ethos of the school and our Christian beliefs.
- f) Governors will ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSE within PSHE.
- g) The governing body will ensure that the programme and resources are suitably monitored and evaluated. The RE link governor will take a lead on monitoring and evaluating the programme.

The governors intend to ensure compliance with statutory requirements.

6.4: Principal and delegated responsibility:

The Principal has overall responsibility for implementing this policy, the Relationships & Sex Education programme and its integration into the College's curriculum and Catholic life.

- a) The Principal and Head of Primary will ensure that any discussion or treatment of sexuality in the school curriculum is consistent with Catholic teaching. They will assist colleagues in acquiring and presenting up-to-date knowledge of the vision and teaching of the Catholic Church in this field.
- b) The Principal and Head of Primary will provide parents with full information about the RSE programme before it is initiated, in order that parents can be prepared to talk and answer

questions about their children's learning. Opportunities for consultation and involvement will also be offered.

6.5: Staff:

- a) All teachers have a responsibility of care; to both foster academic progress and actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers and all those contributing to the RSE programme, are expected to work in accordance with the Catholic ethos of the school.
- b) Appropriate development and training will be undertaken. It will accord fully with the teaching of the Catholic Church and take into account current statutory requirements.
- c) Teachers will develop, plan, resource and review Schemes of Learning to teach RSE.

6.6: Outside speakers and agencies:

Our College may, on occasion, call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE.

- a) Any external visitor or agency must adhere to our strict code of practice, developed in line with the official Catholic Education Service (CES) guidance: '*Checklist for External Speakers to Schools*'. External visits will always complement the current programme and will never substitute or replace teacher-led sessions.
- b) The involvement of the School Nurse will be set within the context of this policy.

7: Entitlement and Equal Opportunities:

In accordance with the Equality Act 2010, the school will ensure that the RSE curriculum is accessible to all, with due regard to the protected characteristics (including disability, gender reassignment, race, religion or belief, sex and sexual orientation). We will ensure that our teaching is sensitive to the background of our pupils while remaining completely faithful to our Catholic mission and the teaching of the Church. We will ensure RSE is sensitive to the different needs of individual students in respect to pupils' different abilities, levels of maturity and personal circumstances and will ensure the programme is taught in a way that does not subject pupils to discrimination. We recognise that there are some pupils who may require particular support because of their individual learning needs or disabilities or who have social and communication difficulties. Where necessary, learning and teaching methods will be differentiated. We shall ensure that children with special educational needs are not, at any point, withdrawn from education in relationships and sex because of lack of resources and training or in order to catch up on other subjects.

8: Organisation of Relationships, Sex and Health Education:

In our Primary School, our RSE curriculum is structured around the three core themes of: *Created and loved by God*, *Created to love others* and *Created to live in community*. These aspects are provided in three interrelated ways: through the school ethos, through a range of cross-curricular lessons and through a specific RSE programme within the PSHE curriculum.

"At St Richard Reynolds we will be delivering the RSE curriculum through a programme called *Life to the Full*, which is devised by Ten Ten, in alignment with the new RED (2025) as the national directory for Catholic schools." 'Life to the Full' is a fully resourced, faith inspired scheme of work in relationships and health education for Catholic primary schools which embraces and fulfils the new statutory curriculum. The programme is fully inclusive of all pupils and their families. The curriculum is mapped out with content taught at an age appropriate level (see Appendix 1). Topics

will develop on previous learning so that children can be led to a deeper understanding at a rate which corresponds with their maturity.

The programme includes teaching about personal health, physical and emotional wellbeing, emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, lifecycles, the dangers of social media, where babies come from, an understanding of Common Good and living in the wider world. The Learning Objectives for each lesson are developed from the Catholic Education Service model primary RSE curriculum (see Appendix 2). Overall coordination of the programme is the responsibility of the delegated senior leader for RSE and in each area, the Subject Leader is responsible for the delivery, monitoring and evaluation of their part of the curriculum. The whole programme is reviewed on an annual basis, including the effectiveness of resources and the need for further staff training.

9: Learning & Teaching Styles:

The curriculum programme provides a fully-resourced, creative, media-rich scheme of work.

9.1: Teachers will ensure that lessons are:

Catholic: all RSE will be rooted in our Catholic faith and values;

Positive: our sexuality is a gift from God and our lessons will help pupils feel positive about themselves;

Joyful: teachers will aim to be relaxed and confident in lessons so that pupils feel able to learn;

Age appropriate: there are differing stages of development and younger pupils will require different guidance than older ones;

Moral: teachers will present moral reasons based on Natural Law for Catholic principles, rather than solely religious ones. All pupils deserve clear moral guidance: correct use of our sexuality should not be seen as “just for Catholics”. We will seek to build pupil capacity for moral judgement (conscience) and taking responsibility for their actions;

Factually accurate: Pupils will be informed, in an age-appropriate and sensitive way, about topics such as the correct names for the parts of the body, different types of family, negative and unhealthy relationships and online safety, so that they are able to make wise and safe decisions. In line with the new RED guidance (pp. 229–232), schools are also required to prepare pupils to engage with challenging and sensitive issues they may encounter, including pornography, abortion, gender identity and the objectification of the human body—always taught within a Catholic framework that upholds human dignity and the sanctity of life.

Acts of Witness: In communicating a Christian message of love, teachers will always model Christ’s love for and value of young people. In particular, teachers will not judge pupils or their families.

Pupils will be encouraged to ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from others. We believe that pupils are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school. The use of ground rules, agreed between teachers and pupils, will help to create a supportive climate for discussion.

9.2: The following ground rules will be used in all RSE lessons.

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 RSE curriculum that offers a range of viewpoints on issues. Knowing about facts and enabling young people to explore differing

viewpoints is not the same as promoting behaviour and it is entirely compatible with our school's promotion of Catholic teaching. We ensure pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

- a) We are dealing with areas that concern us all, which are serious matters and need mature discussion. We will use respectful language at all times.
- b) We are never talking about any person or family in the class. If an example we discuss happens to fit one person, it is pure coincidence. We never ask or answer personal questions.
- c) We will not discuss what the class says with other pupils. We may discuss areas with our parents/carers or senior leaders.
- d) We will ask questions in a respectful way, using a question box if this is appropriate or speaking to senior leaders if we are worried about anything.

A range of teaching methods may be used, including question boxes, role play, group work, worksheets, paired discussion, class discussion, brainstorming, films and video clips, case studies, reflection, quizzes and games.

10: Assessment, Recording & Reporting:

Each unit of the teaching programme has an assessment associated with it, as it is important to demonstrate that learning has taken place and to evaluate pupil's understanding of their learning. Pupils will annotate their work with purple pen responses to demonstrate their understanding of the learning objective.

11: Confidentiality and Safeguarding:

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 system.

While we respect our pupils' right to privacy and will handle all discussions with the utmost pastoral sensitivity, teachers and other members of staff cannot promise complete, unconditional confidentiality. Disclosures by pupils to members of staff that indicate that they are being abused, are at some risk of abuse, or reveal matters which are illegal will be referred immediately by those members of staff to the person responsible for safeguarding in the school (the Designated Safeguarding Lead). Where statutory action must be taken to inform external agencies or parents, the pupil will be supported pastorally and informed first that such action is going to be taken. The school will always follow local authority procedures when dealing with safeguarding and child protection issues. This policy should be read in conjunction with the College Safeguarding & Child Protection Policy.

12: Arrangements for Monitoring & Evaluating Effectiveness:

The programme will be monitored by the delegated senior leader for RSE through a combination of learning walks, reviewing schemes of work, pupil work scrutinies, pupil voice, pupil questionnaires, comments from parents/carers, teacher evaluations and feedback from diocesan advisors. The results of these evaluations will be shared with the parent body and their suggestions for improvement will be formally considered, ensuring parents remain key partners in the development of our RSE provision.

13: Policy Consultation & Review:

This policy was formed following consultation with Governors, staff, parents/carers and pupils. The policy will be circulated amongst the Governing Body, staff and parents/carers.

Consultation of the policy and RSE programme will take place in various forms, including:

- mapping of the RSE objectives across the College curriculum
- feedback from staff, via questionnaires and time in staff meetings, on the RSE curriculum content.
- consultation with governors
- consultation with parents/carers via questionnaires
- pupil voice to investigate what exactly they want from their RSE curriculum

Details of the policy and content of the RSE programme will subsequently be made available on the College website and will be signposted for staff and parents/carers to view.

The policy will be reviewed annually by the Curriculum Committee and Primary Governors.

Appendix 1: Curriculum map Appendix 2: Learning Objectives

Key Updates from DfE Statutory Requirements (July, 2025) and CES framework (2026)

Key Stage	Topic Area	DfE Statutory Requirements	CES Framework Descriptors
Key Stage 1 (Year 1, Year 2)	Body Parts & Boundaries	"Pupils should be taught the correct biological vocabulary for body parts, including penis and vulva." "Pupils should be taught that parts of their body covered by underwear are private."	"Children will know that their bodies were created by God and are good" "To understand, in an age-appropriate way, that privates are private."
Lower Key Stage 2 (Year 3, Year 4) *Some of these units may be taught in Y5 or Y6.	Puberty & Body Changes	"Pupils should be taught key facts about puberty and the changing adolescent body, including physical and emotional changes." "Pupils should be taught about menstrual wellbeing including the key facts about the menstrual cycle." "Pupils should be taught the correct biological vocabulary for body parts, including Vagina, testicles, nipples and scrotum' (Taught in Y4 and Y6)	"To develop a reverence for the gift of human sexuality and the sacred nature of the human body." "The nature and role of menstruation in the fertility cycle."
Upper Key Stage 2 (Year 5 & Year 6)	Media, Health & Discernment	"Pupils should be taught how to recognise how images in the media do not always reflect reality and can affect how they feel about themselves." "Pupils should be taught about the benefits and rationing of time spent online." "Pupils should be taught the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking."	"To develop strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources." "To extend their vocabulary to deepen their understanding of the range and intensity of their feelings." "To have a care for and a reverence for their body as a gift from God." "To understand the importance of making sensible, well-informed choices about health and well-being."
Upper Key Stage 2(Year 6)	Human Conception & Reproduction	"Pupils should be taught how a baby is conceived and grows." "Pupils should be taught the correct biological vocabulary for body parts, including Vagina, testicles, nipples and scrotum' (Taught in Y4 and Y6)	"How human life is conceived in the womb, including the language of sperm and ova." "All RSE will emphasise the sacrament of marriage... ordered towards the procreation and education of children."

RSE Teaching through Life to the Full EYFS, KS1, Lower KS2 and Upper KS2

RSE Teaching through Life to the Full EYFS

Learning outcomes- RSE teaching through Life to the Full- EYFS			
	Unit	Lesson	Learning outcomes
Creat ed and loved by God	Religious Understanding	Handmade with love	Children will know that: -We are created individually by God as part of his creation plan. -We are all God's children and are special. -Our bodies were created by God and are good. -We can give thanks to God!
	Me, my body & my health	I am me	To learn that we are unique, with individual gifts, talents and skills.
		Heads, Shoulders, Knees and toes.	Movements our bodies can make through story time. Children will explore how wonderful and unique they are. In an age-appropriate way, that privates are private.
		Ready Teddy	Making good healthy lifestyle choices including exercise, diet, sleep and personal hygiene. Pupils will re explore this during their time in EYFS. Spiritual reasoning for why we should look after our bodies.
	Emotional well being	I like , You like, We all like	Exploring similarities and differences. Likes and dislikes they have in common with their peers.
		All the feelings!	Children will explore different feelings and how they can look in their bodies. Children will explore what contributed to their feelings working on empathy and helping others who are experiencing difficult feelings.
		Let's get real	Children will engage creatively with how actions have consequences, that when we make mistakes, we should say sorry and ask for forgiveness. Leading to a basic exploration of Jesus' forgiveness for us.
	Life Cycles	Growing up	Children will explore what they can remember about their development so far and what they know will happen when they get older. Underpinning that growing up is part of God's plan for our lives and that we are loved by him at every stage.
Created to love others	Religious Understanding	Role model	Children will explore why the bible is so special to Christians and will begin to explore the account of Jesus washing his disciples' feet. That Jesus loves us and is a role model for us to copy in loving one another.
	Personal relations	Who's who	Children will explore the family tree, exploring different family, friends and other relationships. Discussing 'special people' who they can trust.
		You've got a friend in me	Children will explore friendships with peers, different qualities of positive and negative relationships. Children will learn to look to Jesus as a role model for being a good friend.

		Forever friends	Children will explore how to resolve conflict, saying sorry and asking for forgiveness.
	Keeping Safe	What is the internet? And Playing others	Children will explore an introduction to the internet and how we use it- in ways that are both positive and negative. Children will explore how to stay safe and rules for when using the internet.
		Safe inside and out and my body and my rules	Children will explore the idea of bodily privacy (including NSPCC PANTS message that privates are private. Children will explore that we are created and loved by God.
		Feeling poorly and people that help us	Children will explore medicines and drugs and how to be safe around them. Drawing on times when they have experienced feeling poorly.
Created to live in community	Religious Understanding	God is Love	Simple exploration of That God is love: Father, Son and Holy Spirit; That we are made in the image of God.
		Loving God and Loving others	Children will explore that we are made to love others like God loves us. How we can look after people in our local communities.
	Living in the Wider World	Me, You and us	Children will explore the responsibilities they have to people and the planet now.

RSE Teaching through Life to the Full KS1

Learning outcomes- RSE teaching through Life to the Full- KS1			
	Unit	Lesson	Learning outcomes
Creat ed and loved by God	Religious Understanding	Let the children come	Children will explore how they are created and loved by God. Exploring teaching and time for spiritual development and emotional learning.
	Me, my body & my health	I am unique	To learn that we are unique, with individual gifts, talents and skills.
		Girls & Boys (My Body)	Our bodies are good; The names of the parts of our bodies. Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.
		Clean & Healthy (My body)	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
	Emotional well being	Feelings, likes & dislikes	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
		Feelings inside out	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.
		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.
	Life Cycles	The cycle of life. Beginnings and Endings	Children will know and appreciate that there are natural life stages from birth to death and what these are.
Created to love others	Religious Understanding	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;

	Personal relations		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.
	Life Online	Real life online	Children will explore how we use the internet, what they love and what they find difficult. Establishing rules to staying safe online.
		Rules to Help us	Children will explore the similarities and differences between real and online life. Children will actively participate in activities and 'Smartie the Penguin' story; Children will answer questions to know what is and isn't safe online; Children will know who they can go to to talk about anything they feel uncomfortable about, particularly online.
	Keeping Safe	Good/Bad secrets	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.
		Physical contact	To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.
		Can you help me?	Children will explore what makes a situation a 999 emergency. Children will explore basic first aid.
		Harmful Substances	Children will explore harmful substances and how to stay safe around them . Children will explore how harmful substances such as alcohol and tobacco can have on our bodies.
Created to live in community	Religious Understanding	Trinity House	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.
		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.
	Living in the Wider World	The communities we live in	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);

RSE Teaching through Life to the Full Lower KS2

Learning outcomes- Life to the Full- Lower Key Stage 2			
	Unit	Session	Learning outcomes
Creat ed and loved by God	Religious Understanding	Designed for a Purpose	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; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience.
		The Sacraments	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).
	Me, my body & my health	We Don't Have to be the Same	Similarities and differences between people arise as they grow and make choices and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		Respecting our Bodies	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
		What is Puberty? (This learning will either take place in Y4 or Y5)	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.
		Changing Bodies	Learn correct naming of genitali- penis, vulva, vagina, testicles and scrotum Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.
	Emotional well being	What Am I Feeling?	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 helps emotional well-being (eg parents/carer/teacher/parish priest).
		What Am I Looking At?	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
		I am Thankful	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.

	Life Cycles	The cycle of life (This learning will either take place in Y4, Y5 or Y6 and parents will be communicated to prior)	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; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.
Created to love others	Religious Understanding	Jesus, My Friend	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Personal relations	Friends, Family and Others..	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'.
		When Things Feel Bad	Develop a greater awareness of bullying (including cyber-bullying), 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.
	Keeping Safe	Sharing online	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.
		Chatting online	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.
		Physical contact	To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
		Drugs, Alcohol, Vaping Tobacco. Basic first aid.	Children will explore key information about drugs, alcohol and tobacco. Understanding right choices when it comes to substances. Children will explore basic first aid, how to remain calm during an emergency can make the difference between life and death.
Created to live in community	Religious Understanding	Trinity House	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.
		What is the Church?	That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises home, school and parish (which is part of the diocese).
	Living in the Wider World	How do I love Christ?	To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

RSE Teaching through Life to the Full Upper KS2

Learning outcomes- Life to the Full- Upper Key Stage 2

	Unit	Session	Learning outcomes
Create d and loved by God	Religious Understanding	Made to grow	Physically becoming an adult is a natural phase of life. Lots of changes will happen when growing up and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! Like Kester, they were made to love and be loved.
	Me, my body & my health	Gifts & 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). Learn correct naming of genitali- penis, vulva, vagina, testicles and scrotum
		Girls' Bodies	That human beings are different to other animals; About the unique growth and development of humans and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well and dressed appropriately; The need for modesty and appropriate boundaries.
		Boys' Bodies	That human beings are different in kind to other animals; About the unique growth and development of humans and the changes that 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 & 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.
	Emotional well being	Body Image	To recognise that images in the media do not always reflect 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
	Life Cycles	Making babies pt 1	How a baby grows and develops in its mother's womb.
		Making babies pt 2	Basic scientific facts about sexual intercourse between a man and woman; This includes explicitly teaching children about the male reproductive cell (sperm) and female reproductive cell (ova or eggs) as part of human reproduction and the life cycle. 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.
Created to love others	Religious Understanding	Is God Calling You?	To know that God calls us to love others. To know ways in which we can participate in God's call to us.
	Personal relations	Under Pressure	Pressure comes in different forms and what those different forms are; There are strategies that they can adopt to resist pressure.
		Do You Want a Piece of Cake	Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.
		Self-Talk	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
	Keeping Safe	Sharing Online	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. Children will learn about the benefits and rationing of time spent online.
		Chatting Online	What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying.
		Physical Contact	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.
Created to live in community	Religious Understanding	Trinity House	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
		Catholic Social Teaching	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
	Living in the Wider World	Reaching Out	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.