

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

‘Love like Jesus. Learn like Jesus. Live like Jesus.’

Relationships Education, Relationships and Sex Education & Health Education

(RSHE) Policy

2026-2027

DOCUMENT STATUS

Produced By	Version	Date	Action	Review
St Stephen's Catholic Primary School	I	September 2026	For adoption by Full Governing Body	September 2027

In this policy, the Governors and teachers, in partnership with Liverpool Archdiocese, pupils and their parents, set out our intentions about relationships and sex education (RSHE/RSE). We set out our rationale for, and approach to relationships and sex education in our school.

Implementation of the policy will take place after the consultation with our governors, staff and parents in the Summer Term 2026. This policy will be reviewed every year by the Head Teacher, RSHE Co-Ordinator, the Governing Body and staff. The next review date is July 2027.

Rationale

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

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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 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. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. Our aim is to ensure that all children ‘Love like Jesus, Learn like Jesus and Live like Jesus’ now and in their future lives.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

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

Defining Relationships and Sex Education

The DfE 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 RSHE does this by promoting their “moral, social and physical development” and cultivating “positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.” It 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 able to make moral decisions in conscience. Our focus is to teach the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Values and Virtues

Our curriculum 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.

Aims of RSHE and our Mission Statement

Our Mission Statement; *'Love like Jesus, Learn like Jesus, Live like Jesus'*, 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, helping 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 partnerships with parents, to provide our children 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;

- how to keep themselves safe by 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 to manage fertility in a way which is compatible with their stage of life,

Outcomes

Inclusion and Adaptive Teaching and Learning

In line with our Mission Statement and approach to SEND and Inclusion, we will ensure that 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 of consequences of discrimination, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligation

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 our pupils, irrespective of disability, educational needs, LA or PLA children, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation.

Aim

St. Stephen's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

We aim to:

- Raise children's awareness about relationships – with themselves, with God and with each other.
- Deepen understanding of what it means to love – themselves, God, family and each other.
- Encourage pupil's growth in self-respect, acknowledging that we are all created in the image and likeness of God.
- Help pupils develop an understanding that love is the central basis of relationships.
- Help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- Develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- Help pupils acquire the skills necessary to develop and sustain relationships.
- Offer sex education in the wider context of relationships.

- Ensure that pupils protect themselves and ask for help and support when needed.
- Ensure that pupils are prepared for puberty.
- Help pupils to develop a healthier, safer lifestyle.

The other aspects of the statutory curriculum intent will be met within To Know You More Clearly (RE), PSHE and Science curricula.

Statutory Requirements

At St. Stephen's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

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

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

The statutory guidance from the Department for Education Equality Act 2010, the Mental Health and Behaviour in School 2018, Keeping Children Safe in Education – for schools and colleges 2025.

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

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching. After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes *sexual intercourse at Year 6. (See right of withdrawal). We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Promoting Catholic values and virtues, and teaching in accordance with Church teachings, 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 law pertaining to RSHE.

Delivery of Our Curriculum

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering any session. Health professionals/outside agencies should follow our school policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Relationship to other Policies and Curriculum Subjects

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

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be a 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.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

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 our school's safeguarding policy and immediately inform the DSL 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. 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 delivery of RSHE is monitored by members of the Senior Management and Leadership Team by undertaking learning walks, staff and pupil voice, planning and book looks/Seesaw and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems and tracked on Insight Pupil Tracking, in line with the rest of our curriculum.

Roles and Responsibility

The Governing Body:

- 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;
- Ensure that the policy meets statutory requirements;
- Ensure that parents know of their right to withdraw their children;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSHE within PSHE.

The Headteacher:

- The Head Teacher takes overall delegated responsibility for the implementation of the policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Authority.

PSHE/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.

Staff:

RSHE is a whole school focus. 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 wellbeing of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school and do not have the right to opt out of teaching RSHE. Appropriate professional development will be made available for all staff teaching RSHE.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Working with the SENCO to identify and respond to the needs of pupils with SEND to ensure that they receive a broad and balanced curriculum.

Pupils:

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

Parents:

We recognise that parents (and 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 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 must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education in Year 6 except in those elements which are required by the National Curriculum Science orders (DfE Guidance, 2020). 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 materials for parents to help their children with their learning.

We believe that the controlled environment of the classroom, is the safest place for this curriculum to be followed and taught. Please refer to the DfE's RSE and Health Education Guidance, July 2025, pg.6. for further details on the right to be excused from Sex Education.

Resources

The PSHE Association www.pshe-association.org.uk

Journey In Love 2020

Ten Ten Resources

Picture News

CAFOD/Mission Together

The Underwear PANTS Rule www.nspcc.org.uk

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Appendix I

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	All years
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	All years
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	All years
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	All years
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 4, Year 5
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 3, Year 4

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	All years
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	All years
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	All years
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	All years
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Key Stage 2

Respectful relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	All years
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Key Stage 2
The conventions of courtesy and manners	All years
The importance of self-respect and how this links to their own happiness	Key Stage 2
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Key Stage 1 and 2
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	All years
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Key Stage 2
The importance of permission-seeking and giving in relationships with friends, peers and adults	Key Stage 2

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Key Stage 1 and 2
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	Key Stage 2
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	All years
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Key Stage 1 and 2
How information and data is shared and used online	Key Stage 1 and 2

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Key Stage 1 and 2
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	Key Stage 1 and 2
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Key Stage 1 and 2
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	All years
How to recognise and report feelings of being unsafe or feeling bad about any adult	All years
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Year 5, Year 6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 5, Year 6
Where to get advice from e.g. family, school and/or other sources	All years

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	All years
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	All years
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	All years
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	All years
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	All years
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	All years
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Key Stage 2
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Key Stage 1 and 2
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Key Stage 2
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Key Stage 2

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	All years
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Key Stage 2
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Key Stage 1 and 2
Why social media, some computer games and online gaming, for example, are age restricted	All years
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Key Stage 1 and 2
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Key Stage 2
Where and how to report concerns and get support with issues online	Key Stage 1 and 2

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	All years
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	All years
The risks associated with an inactive lifestyle (including obesity)	Key Stage 2
How and when to seek support including which adults to speak to in school if they are worried about their health	All years

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	All years
The principles of planning and preparing a range of healthy meals	Key Stage 1 and 2
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Key Stage 2

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Key Stage 2
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Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Year 6
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Key Stage 1
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Key Stage 1 and 2
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Year 1, Year 2, Year 3, Year 4
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Key Stage 1 and 2
The facts and science relating to allergies, immunisation and vaccination	Year 6

Basic first aid

How to make a clear and efficient call to emergency services if necessary	Key Stage 2
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Key Stage 2

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 5, Year 6
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5, Year 6

Appendix 2

To Know You More Clearly and Relationship and Sex Education



Introduction

The following is intended as a guide for linking Relationship and Sex Education with the recently introduced 'To Know You More Clearly' programme from EYFS to Year 6. Some of these aspects might be covered in the LIVE lenses section where the Branch focuses on the impact of faith on how Christians live. Within this lens, we focus on the dignity of the human person; freedom, conscience and virtues; law, grace and sin.

Some of these aspects may also be covered within the BELIEVE lenses section, where the Branch focused on those doctrines that constitute our faith: trinity, incarnation, the Holy Spirit, the Communion of Saints and the role of the Blessed Virgin Mary. Some Branches offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, PSHE etc.

EYFS – Year 6	
Autumn 1 -Branch 1	• Creation and Covenant
Autumn 2 - Branch 2	• Prophecy and Promise
Spring 1 - Branch 3	• Galilee to Jerusalem
Spring 2 - Branch 4	• Desert to Garden
Summer 1 - Branch 5	• To the ends of the Earth
Summer 2 - Branch 6	• Dialogue and Encounter

Appendix 3

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Appendix 4: RSHE, PSHE and Personal Development Overview

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
PSHE	Marvellous Me	Health & wellbeing	Choices and Respect	Friendships and Relationships	Wellbeing	Safety
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
RSE: Journey in Love	The wonder of being special and unique: Social and Emotional		The wonder of being special and unique: Physical		The wonder of being special and unique: Spiritual	
Collective Worship/ Assembly Resources	CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association	
Further personal development opportunities	International Day of Peace – September Harvest Celebration - October Black History Month – October Remembrance Day – November Children in Need – November Anti-Bullying week – November PCSO – Bonfire / Halloween safety St Rocco’s Hospice Elf Run – December		Chinese New Year – February Children’s Mental Health Week – February Safer-Internet Day – February NSPCC Number Day – February World Book Day – March Mother’s Day – March PAN Art Exhibition - March		Earth Day – April School Thanksgiving Mass/Celebration Day – June Father’s Day - June Pride Month - June Sports Week incl. Sports Days – July PCSO – Stranger Danger talk – July	
Roles and responsibilities	School councillors Class roles and responsibilities Fundraising opportunities: locally, nationally and internationally Contribution to WISE UP Award					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
PSHE	Online Safety	Families & relationships	Health & wellbeing	Citizenship	Economic wellbeing	Safety
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
RSE: Journey in Love	We meet God's love in our family: Social and Emotional		We meet God's love in our family: Physical		We meet God's love in our family: Spiritual	
Collective Worship/ Assembly Resources	CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association	
Further personal development opportunities	International Day of Peace – September Harvest Celebration - October Black History Month – October Sports Week – Famous Athletes – October Remembrance Day – November Children in Need – November Anti-Bullying week – November PCSO – Bonfire / Halloween safety St Rocco's Hospice Elf Run – December		Chinese New Year – February Children's Mental Health Week – February Safer-Internet Day – February NSPCC Number Day – February World Book Day – March Mother's Day – March PAN Art Exhibition - March		Earth Day – April School Thanksgiving Mass/Celebration Day – June Father's Day - June Pride Month - June Sports Week incl. Sports Days – July PCSO – Stranger Danger talk – July	
Roles and responsibilities	School councillors Class roles and responsibilities Fundraising opportunities: locally, nationally and internationally Contribution to WISE UP Award					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
PSHE	Online Safety	Families & relationships	Health & wellbeing	Citizenship	Economic wellbeing	Safety
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
RSE: Journey in Love	We meet God's love in the community: Social and Emotional		We meet God's love in the community: Physical		We meet God's love in the community: Spiritual	
Collective Worship/ Assembly Resources	CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association	
Further personal development opportunities	International Day of Peace – September Harvest Celebration - October Black History Month – October Remembrance Day – November Children in Need – November Anti-Bullying week – November PCSO – Bonfire / Halloween safety St Rocco's Hospice Elf Run – December		Chinese New Year – February Children's Mental Health Week – February Safer-Internet Day – February NSPCC Number Day – February World Book Day – March Mother's Day – March PAN Art Exhibition - March		Earth Day – April School Thanksgiving Mass/Celebration Day – June Father's Day - June Pride Month - June Sports Week incl. Sports Days – July PCSO – Stranger Danger talk – July	
Roles and responsibilities	School councillors Class roles and responsibilities Fundraising opportunities: locally, nationally and internationally Contribution to WISE UP Award					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
PSHE	Online Safety	Families & relationships	Health & wellbeing	Citizenship	Economic wellbeing	Safety
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
RSE: Journey in Love	How we live in love: Social and Emotional		How we live in love: Physical		How we live in love: Spiritual	
Collective Worship/ Assembly Resources	CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association	
Further personal development opportunities	International Day of Peace – September Harvest Celebration - October Black History Month – October Remembrance Day – November Children in Need – November Anti-Bullying week – November PCSO – Bonfire / Halloween safety St Rocco's Hospice Elf Run – December		Holocaust Memorial Day – January Chinese New Year – February Children's Mental Health Week – February Safer-Internet Day – February NSPCC Number Day – February World Book Day – March Mother's Day – March PAN Art Exhibition - March Science Week - March		Earth Day – April School Thanksgiving Mass/Celebration Day – June Father's Day - June Pride Month - June Sports Week incl. Sports Days – July PCSO – Stranger Danger talk – July	
Roles and responsibilities	School councillors Class roles and responsibilities Fundraising opportunities: locally, nationally and internationally Contribution to WISE UP Award					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
PSHE	Online Safety	Families & relationships	Health & wellbeing	Citizenship	Economic wellbeing	Safety
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
RSE: Journey in Love	God loves us in our differences: Social and Emotional		God loves us in our differences: Physical		God loves us in our differences: Spiritual	
Collective Worship/ Assembly Resources	CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association	
Further personal development opportunities	International Day of Peace – September Harvest Celebration - October Black History Month – October Remembrance Day – November Children in Need – November Anti-Bullying week – November PCSO – Bonfire / Halloween safety St Rocco’s Hospice Elf Run – December		Holocaust Memorial Day – January Chinese New Year – February Children’s Mental Health Week – February Safer-Internet Day – February NSPCC Number Day – February World Book Day – March Mother’s Day – March PAN Art Exhibition - March Science Week - March		Earth Day – April School Thanksgiving Mass/Celebration Day – June Father’s Day - June Pride Month - June Sports Week incl. Sports Days – July PCSO – Stranger Danger talk – July	
Roles and responsibilities	School councillors Class roles and responsibilities Fundraising opportunities: locally, nationally and internationally Contribution to WISE UP Award					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
PSHE	Online Safety	Families & relationships	Health & wellbeing	Citizenship	Economic wellbeing	Safety
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
RSE: Journey in Love	God loves me in my changing and development: Social and Emotional		God loves me in my changing and development: Physical		God loves me in my changing and development: Spiritual	
Collective Worship/ Assembly Resources	CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association	
Further personal development opportunities	International Day of Peace – September Harvest Celebration - October Black History Month – October Remembrance Day – November Children in Need – November Anti-Bullying week – November PCSO – Bonfire / Halloween safety St Rocco’s Hospice Elf Run – December		Holocaust Memorial Day – January Chinese New Year – February Children’s Mental Health Week – February Safer-Internet Day – February NSPCC Number Day – February World Book Day – March Mother’s Day – March PAN Art Exhibition - March Science Week - March		Earth Day – April School Thanksgiving Mass/Celebration Day – June Father’s Day - June Pride Month - June Sports Week incl. Sports Days – July PCSO – Stranger Danger talk – July	
Roles and responsibilities	School councillors Class roles and responsibilities Fundraising opportunities: locally, nationally and internationally Contribution to WISE UP Award Sports Crew					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
PSHE	Online Safety	Families & relationships	Health & wellbeing	Citizenship	Economic wellbeing	Safety
My Happy Mind	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	
RSE: Journey in Love	The wonder of God's in creating new life: Social and Emotional		The wonder of God's in creating new life: Physical		The wonder of God's in creating new life: Spiritual	
Collective Worship/ Assembly Resources	CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association		CAFOD Mission Together Picture News UNICEF RRSA Resources Ten Ten Resources PSHE Association	
Further personal development opportunities	International Day of Peace – September Harvest Celebration - October Black History Month – October Remembrance Day – November Children in Need – November Anti-Bullying week – November PCSO – Bonfire / Halloween safety St Rocco's Hospice Elf Run – December		Holocaust Memorial Day – January Chinese New Year – February Children's Mental Health Week – February Safer-Internet Day – February NSPCC Number Day – February World Book Day – March Mother's Day – March PAN Art Exhibition - March Science Week - March		Earth Day – April School Thanksgiving Mass/Celebration Day – June Father's Day - June Pride Month - June Sports Week incl. Sports Days – July PCSO – Stranger Danger talk – July	
Roles and responsibilities	School councillors Pupil Leadership Team Class roles and responsibilities/prefect roles Fundraising opportunities: locally, nationally and internationally Contribution to WISE UP Award Sports Crew Digital Leaders Librarians					