



Achieving together in faith

Holy Cross Catholic Multi Academy Company

Relationships, Sex and Health Education Policy

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Definitions

In this **Relationships, Sex and Health Education Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

1. **'Holy Cross Catholic Multi Academy Company'** (HCC MAC) means the Company responsible for the management of the Schools within the MAC and, for all purposes, means the employer of staff at the Company and includes all sites upon which the Company is operating including:
 - Bishop Ullathorne Catholic Secondary School
 - Cardinal Newman Catholic Secondary School
 - Christ the King Catholic Primary School
 - St Augustine's Catholic primary School
 - St Elizabeth's Catholic Primary School
 - St John Vianney Catholic Primary School
 - St Thomas More Catholic Primary School
 - MAC Head Office.
2. **'Board'** means the board of Directors of Holy Cross Catholic MAC
3. **'Chair'** means the Chair of the Board or the Chair of the School Local Governing Body appointed from time to time, as appropriate.
4. **'Clerk'** means the Clerk to the Board or the Clerk to the School Local Governing Body appointed from time to time, as appropriate.
5. **'Catholic Senior Executive Leader'** means the person responsible for performance of all Schools and staff within the MAC and is accountable to the Board of Directors.
6. **'Diocesan Education Service'** means the education service provided by the Diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
7. **'Local Governing Body'** means the governing body of the School.
8. **'Local Governing Body Members'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
9. **'Headteacher'** means the substantive Headteacher, who is the person with overall responsibility for the day to day management of the school.
10. **'School'** means the school or college within Holy Cross Catholic MAC and includes all sites upon which the school undertaking is, from time to time, being carried out.
11. **'MAC Head Office'** means the staff who work in the central team across the Company
12. **'Vice-Chair'** means the Vice-Chair of the Board or of the School Governing Body elected from time to time.
13. **'RSHE'** means Relationships, Sex and Health Education.
14. **'PSHE'** means Personal, Social, Health and Economic Education.
15. **'Ten Ten'** is a service from the founders of the Catholic professional theatre company, Ten Ten, which aims to provide high quality, media rich, resources to the classroom, staffroom and assembly hall which will enrich the Catholic ethos and identity of all schools.

1. Introduction

In this policy the Board of Directors, School Local Governing and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). The policy sets out the rationale for, and approach to relationships, sex and health education in the school. This policy is for all seven schools in Holy Cross Catholic MAC from Nursery to Year 13.

2. Our Mission and Aims

Our mission and aims set out the commitment and values that underpin the work of all schools within Holy Cross Catholic MAC.

Our Mission

Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents.

Our Aims

High aspirations for all

Outstanding education – To create an ethos of collective responsibility, through which we will promote achievement and improve pupil performance

Living out Gospel values and celebrating the Catholic ethos in all our schools with reconciliation and peacefulness at the heart of all we do

Young people – who are resilient and make a positive contribution to their diverse and changing communities

Community – strengthening and nurturing the Catholic life of our schools

Realising talent by developing pupils, staff, Local Governing Body representatives and Directors for the benefit of the Holy Cross community

Optimising our resources to realise best-value by sharing assets and using economies of scale

Standards – To maintain the highest quality of Catholic education by ensuring accountability at all levels

Service to God by serving others in our school and local communities and national and international communities in need.

3. Consultation on this Policy

The following groups were consulted on this policy:

- Pupil focus groups/school council
- Parents and Carers
- Staff and members of the school community
- School Governors
- MAC Board of Directors

4. Dissemination

The policy will be given to all members of the Board of Directors, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through school

websites and Holy Cross Catholic MAC's website. Details of the content of the RSHE curriculum will also be published on school's web sites.

5. Defining Relationship, Sex and Health Education

The Department for Education (DfE) guidance states that *“children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”*

It is about the development of the pupil's knowledge and understanding of themselves as sexual beings, about what it means to be fully human, to live in respectful relationships, being enabled to make moral decisions in conscience and to understand that we are all made in the image and likeness of God and everyone has the right to dignity.

In primary schools the focus will be on *“teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”*

This would include the topics of:

- families
- the people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe.

In Secondary schools RSHE should *“give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”*

6. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.

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

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

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

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

8. Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. We believe that across Holy Cross Catholic MAC schools, we should create a safe and stimulating environment where everyone knows that they are valued as God’s children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. We believe that all pupils and students, regardless of their starting points, can achieve if they are taught well and are supported effectively. Our belief is underpinned by clear values that drive our moral compass across schools and this permeates our collective pursuit of excellence.

Through the journey of learning and most importantly faith, we strive to create a safe and disciplined environment, where pupils are able to learn, flourish and fulfil their God-given potential.

These values are further supported by the Jesuit 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 Jesuit virtues have been devised by the Jesuit community. Fr. Adrian and the Jesuit Institute have allowed the Archdiocese of Birmingham to use and develop their materials to create the Catholic Schools Pupil Profile (CSPP) summarised in the table below:

Pupils in a school in the Archdiocese of Birmingham are growing to be ...	Schools in the Archdiocese of Birmingham help their pupils grow...
<p>Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future.</p>	<p>By encouraging them to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.</p>
<p>Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.</p>	<p>By promoting the practice of attentive reflection and discerning decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.</p>

Pupils in a school in the Archdiocese of Birmingham are growing to be ...	Schools in the Archdiocese of Birmingham help their pupils grow...
Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.	By being compassionate and loving in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.
Faith-filled in their beliefs and hopeful for the future.	By passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.
Eloquent and truthful in what they say of themselves, the relations between people, and the world.	By developing an eloquent language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be truthful in the way they represent themselves and speak about the world.
Learned , finding God in all things; and wise in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise .
Curious about everything; and active in their engagement with the world, changing what they can for the better.	By leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by
	providing opportunities for them to be active in the life of the school, the Church, and the wider community.
Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.	By being a school community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person rooted in the gospel.

'Jesuit Pupil Profile' The Jesuit Institute www.jesuitinstitute.org/Pages/JesuitPupilProfile.htm

9. Aim of RSHE and the Mission Statement

Our Mission Statement "*Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents*" 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 seven schools state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we make the following commitment:

Holy Cross Catholic MAC, in partnership with parents or carers, and our seven schools, will provide children and young people with a "*positive and prudent sexual education² which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person*".

² DECLARATION ON CHRISTIAN EDUCATION [Gravissimum Educationis](#)
Proclaimed by His Holiness Pope Paul VI on October 28, 1965

10. Objectives

To develop the following **attitudes and virtues**:

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

To develop the following **personal and social skills**:

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

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice. (Secondary only)

11. Outcomes

Inclusion and Differentiated Learning

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

Equalities Obligations

The Board of Directors and Local Governing Bodies have wider responsibilities under the Equalities Act 2010 and will ensure that across our seven schools we strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content of RSHE

Three aspects of RSHE - **attitudes and values, knowledge and understanding, and personal and social skills** will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Programme/Resources

The resources that **Primary Schools** may adopt are:

1. 'Life to the Full' by Ten Ten Resources. An overview can be found in Appendix 1. 'One Page Overview.'

2. All that I am – and The Road Ahead is a Diocesan resource which may be used to supplement some of the Sex Education element of this programme.

Schools will provide curriculum information about the programme/resources they will be using on their school websites.

Primary schools will roll out their RSHE programme in different ways. Every school will make an independent decision about when and how the lessons should be taught. This is dependent on:

- The age and stage of the children in the classroom;
- What children have or haven't been taught previously;
- What the governing body, in consultation with parents and SLT, choose to teach and when.

Secondary schools are using **“A Life to the Full” by Ten Ten.**

[Schools to include any other approved materials/ programmes used.]

Teaching strategies may include some or all of the following as well as individual school approaches:

- Establishing ground rules
- Discussion
- Project learning
- Reflection
- Experiential
- Active
- Mind-mapping
- Film & video
- Group work
- Role-play
- Trigger drawings
- Values clarification
- Music
- Liturgy and prayer

12. Assessment

Pupils learning in RSHE will be assessed in the following ways:

- **Primary – e.g. Assessment activity to be completed by pupils at the beginning and end of each unit.**
- **Secondary – e.g. Assessment to be conducted at the conclusion of units. All students have been issued with an RHSE knowledge booklet which will be used**

by students as we progress providing evidence of participation in the programme.

13. Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a partnership of seven Catholic schools, we provide the Headteacher the 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 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 adopted by Holy Cross Catholic MAC schools and at key points in the development of the RSHE programme and they will be able to view the resources used by the school. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

For Parents/carers

- Parents will be sent an online questionnaire to gather their views.
- Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher in writing. The school will support by providing material 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.
- Please refer to the [DfE guidance](#) Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

13. Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

Pupils will also receive clear, age appropriate, scientific information as well as covering the aspects of the law pertaining to RSHE (this will include aspects relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

14. Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lies with **[Headteacher/Person in Charge of Catholic Life]** delivered by class teachers and other specialist staff.

[Secondary schools – identify the range of specialist staff who will be involved including key subject specialists].

However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

15. External Visitors

Across the seven schools within Holy Cross Catholic MAC, we may 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 a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.

Health professionals should follow the school's 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.

16. Roles and Responsibilities

Board of Directors

- The Board of Directors, through their Catholic Life and Welfare Committee, oversee the implementation of the RSHE policy, in consultation with parents and teachers, RE leads, Senior leaders and the Local Governing Body across the seven schools;
- Ensure that the policy is available to parents and carers;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents or carers know of their right to withdraw their children;
- Establish a link School representative to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

Headteacher

The Headteacher in each school, takes overall delegated responsibility for the implementation of this policy and for liaison with the Board of Directors, Local Governing Body, Diocesan Education Service and appropriate agencies, including Local Authority.

PSHE/RSHE Co-Ordinator

The co-ordinator with the Headteacher of each individual school 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. *(They may be supported by the curriculum Senior Leader and the member of staff with responsibility for child protection).*

All Staff

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

17. Children's Questions

The Board of Directors and Local Governing Body across the seven schools, want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

18. Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The Board of Directors and Local Governing Bodies believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

19. Supporting Children who are at Risk

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

20. Confidentiality and Advice

The Board of Directors, in partnership with individual Local Governing Bodies, 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. Support can be provided by the pastoral team. 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, Headteacher, but that the pupils would always be informed first that such action was going to be taken

21. Evaluation of Policy

1. The RSHE Co-ordinator, within each school, will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires/response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.
2. The Board of Directors remain ultimately responsible for the policy and information and evaluations will be gathered through the Catholic Life and Welfare Committee which meets half termly. The Board will consider all such evaluations and suggestions before amending the policy.

22. Links to other policies and key documents

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

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

Learning about RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

External documents

- Department for Education "Relationships Education, Relationships and Sex Education (RSHE) and Health Education": [DfE guidance](#)

23. Monitoring and Review

- The Board of Directors delegate the implementation of this policy to the School Local Governing Body.
- This policy will be reviewed by the Catholic Life and Welfare Committee of the Board of Directors.
- Implementation of the policy in schools will be reviewed as part of the MAC's rolling programme of Catholic Life, Religious Education and Collective Worship reviews.

The RSHE Programme

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

The Sex Education element of the programme is highlighted in red. Parents have the right to withdraw their child from these sessions.

Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. In these sessions, we explore:

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, **puberty and changing bodies (recommended for Year 4+)**, strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl's and boy's bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb **and how babies are made**, and menstruation.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Key Stage One – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource from the NSPCC and Protective Behaviours).

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

Upper Key Stage Two – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Primary Programme Overview

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional wellbeing	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Key Stage 1	Story Sessions: Handmade With Love (Kester's Adventures)	Session 1: I am Unique (Me)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 2: Treat Others Well...	Session 2: Good Secrets & Bad Secrets	Session 2: Who Is My Neighbour?	
		Session 3: Clean & Healthy (My Health)	Session 3: Super Susie Gets Angry			Session 3: ...and Say Sorry	Session 3: Physical Contact		

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional wellbeing	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Lower Key Stage 2	Story Sessions: Designed for a Purpose (Kester's Adventures)	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others?
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?				Session 2: Chatting Online		
		Session 3 (Yr4+) What is Puberty?	Session 3: I Am Thankful!				Session 2: Physical Contact	Session 2: What is the Church?	
	Session 1: The Sacraments	Session 4 (Yr4+) Changing Bodies		Session 2: When Things Feel Bad	Session 3: Physical Contact				
	Session 5 (Yr4+) Discussion Groups - optional								

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional wellbeing	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Upper Key Stage 2	Story Sessions: Made to Grow (Kester's Adventures)	Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (P1)	Session 1: Is God Calling You?	Session 1: Under Pressure	Session 1: Sharing Online	Session 1: Trinity House	Session 1: Reaching Out
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings	Session 2: Making Babies (Pt2)		Session 2: Do You Want a Piece of Cake?	Session 2: Chatting Online	Session 2: Catholic Social Teaching	
		Session 3: Boys' Bodies	Session 3: Emotional Changes	*Optional. See your Programme Coordinator		Session 3: Self-Talk	Session 3: Physical Contact		
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online	Session 3: Menstruation					