

# Christ the King Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



## Relationships, Sex and Health Education (RSHE) Policy

*'Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things.'*  
1 Corinthians 13:4-7

### Mission Statement

Our mission statement is the foundation stone on which we build the Catholic Life of the school.

*Christ the King Catholic Voluntary Academy welcomes everyone in our community as we share the joys of our Faith. We worship, learn and play together in the love of Jesus, helping one another to develop the talents given to us by God.*

### Statement of Intent

In this policy, the Governors and teachers, in partnership with pupils and their parents, set out their intentions, rationale and approach with regard to relationships, sex and health education (RSHE).

At Christ the King, the RSHE policy is intended to celebrate the uniqueness of the individual and God's gift of life. Having a religious character means we are committed to promoting, ensuring and nurturing community cohesion as we prepare our children for the relationships, responsibilities and experiences of adult life. All that we teach will be in the context of our Catholic Faith.

### Consultations that have taken place:

- questionnaires to parents / carers, and parent workshops etc.
- review of RSE curriculum content with staff
- consultation with school governors

This policy was formulated after a consultation period with Parents and Governors in 2021.

### Dissemination

This policy is given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents via the school website and a request for a paper copy can be made at the school offices. Details of the content of the RSHE curriculum are also published on the school's website and parents have access to an online portal specifically for the programme used.

### DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way".

1. 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 enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the

fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

2. This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **STATUTORY CURRICULUM REQUIREMENTS**

From Pentecost (Summer) Term 2021, the Health Education (HE) and Relationships Education (RE) aspects of PSHE will be compulsory in all schools in the form of the new Primary Curriculum Framework for Relationships, Sex and Health Education (RSHE).

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

### **RATIONALE**

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

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

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

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government), RSHE is 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 is 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.

---

1 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

2 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers Page 19

## VALUES AND VIRTUES

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

## AIM OF RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education" (3) 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.

#### 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.

---

3 Gravissimum Educationis 1

#### 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.

## 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 inclusion policy).

### **EQUALITIES OBLIGATIONS**

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

### **BROAD CONTENT OF RSHE**

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, sex and health curriculum.

### **PROGRAMME / RESOURCES**

We will be following the 'Life to the Full' RSHE program from Ten Ten as approved by the Diocese. This programme features three themes which are repeated and built upon across the year groups. The three themes are:

**Created and loved by God** (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

**Created to love others** (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

**Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding', as well as strands which cover the PSHE content.

**Appendix 1** to this policy provides further information about the programme content (page 9).

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming

- film & video
- group work
- role-play
- trigger drawings
- values clarification
- prayer and reflection

Pupils' learning will be continually assessed through ongoing teacher observations and end of unit tasks.

## **PARENTS AND CARERS**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home 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.

The 'Life to the Full' programme includes an online parent portal, where parents can log in to view the programme and find out what the pupils will be taught within the programme of study. It also provides resources to be used at home to aid further discussion, as well as advice on managing difficult conversations.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSHE 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 RSHE programme through the online parent portal. 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.

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. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. 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).

## **BALANCED CURRICULUM**

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

## **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the specific relationships, sex and health education programme lays with all teaching staff.

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.

### **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 a session. Any visitor must adhere to our code of practice developed in line with CES guidance.

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.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE**

### **Governors**

- draw up the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children from elements of sex education;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE is within PSHE.

### **Head teacher**

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

### **RE Lead**

The RE Leader, with the support of 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. (They may be supported by the members of staff with responsibility for child protection).

### **All Staff**

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

## **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

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

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

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

## **CHILDREN'S QUESTIONS**

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

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience, of 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, Managing difficult questions, Page 23 for more detail.)*

Some questions may raise issues which 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. This will be dealt with in accordance with our Safeguarding Policy.

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

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

## **CONFIDENTIALITY AND ADVICE**

All governors, teachers, support staff, parents and pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills, and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral

care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive, for instance. Teachers will explain that in such circumstances, they would have to inform others, e.g., parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

## MONITORING, REVIEW AND EVALUATION

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually through the use of:

- questionnaires
- response sheets
- needs assessment given to pupils,
- discussion with pupils, staff and parents.

The results of the evaluation will be reported to school leaders and Governors and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

**Name:** Mrs Lois Stone      **Role:** RSHE Subject Lead

**Signature:**

**Date:** 29/10/2025

**Head Teacher:** Mrs Annie Carter

**Signature:**

Stent

**Date:** 29.10.2025

**Date of next review:** October 2026



## Appendix 1 for RSHE Policy

The programme focuses on meaningful discussion about feelings, relationships and values, as well as the physical aspects of reproduction.

For each stage of primary education, there are modules covering the key teaching for children as part of the Relationships, Sex and Health Education Curriculum. The modules are revisited and built upon as children move up the year groups. Within the modules, the content is broken down into units, which are explained below.

### **EYFS (Reception)**

**Module One: Created and Loved by God** explores the individual. Rooted in the teaching that **we are created by God out of love and for love**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

**Unit 1 – Religious Understanding** introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.

In **Unit 2 – Me, My Body, My Health**, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.

In **Unit 3 – Emotional Well-Being**, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Through a real-world example, children will learn that actions have consequences; that when we make mistakes, we should say sorry and ask for forgiveness.

In **Unit 4 – Life Cycles** children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives and that we are loved by Him at every life stage.

**Module 2: 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 Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

**Unit 1 – Religious Understanding** firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.

**Unit 2 – Personal Relationships** children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.

In **Unit 3 – Keeping Safe**, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their

'special people' if anything troubles them. Children will meet animated expert 'Dr Datfa', who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.

**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:

**Unit 1 – Religious Understanding** introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.

**Unit 2 – Living in the Wider World** helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.

**Key decisions in consultation with parents/governors:**

There are no key decisions to be made for EYFS.

## Key Stage 1 (years 1 and 2)

**Module One: Created and Loved by God** explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

**Unit 1 – Religious Understanding** introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love.

**Unit 2 – Me, My Body, My Health** encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

In **Unit 3 – Emotional Well-Being**, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.

**Unit 4 – Life Cycles** returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.

**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 module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

**Unit 1 – Religious Understanding** tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.

**Unit 2 – Personal Relationships** helps children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

**Unit 3 – Keeping Safe** incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert ‘Dr Datfa’, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.

**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 **Unit 1 – Religious Understanding** children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another.

**Unit 2 – Living in the Wider World** helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

**Key decisions made in consultation with parents/governors:**

**Module 1, Unit 2 - naming and explaining genitalia.**

Sexual organs will be referred to as “private parts” until Year 5. This is suggested as adequate in terms of safeguarding until the emotional, academic and moral development of our children enables a more mature discussion. The issue of safeguarding has been carefully considered and the argument that familiarity with scientific terms at, for example, the age of 6, prevents abuse is speculative.

## Lower Key Stage 2 (years 3 and 4)

**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:

**Unit 1 – Religious Understanding** explores the Gospel story Jairus’ daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

In **Unit 2 – Me, My Body, My Health**, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation.

**Unit 3 – Emotional Well-Being** helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit,

media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

**Unit 4 – Life Cycles** explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. Sexual intercourse is not discussed in this session.

**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 module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

**Unit 1 – Religious Understanding** tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.

**Unit 2 – Personal Relationships** helps children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

**Unit 3 – Keeping Safe** incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert 'Dr Datfa', children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.

**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:

**Unit 1 – Religious Understanding** explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.

In **Unit 2 – Living in the Wider World**, children will learn some of the principles of Catholic Social Teaching from *Together For The Common Good*, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.

**Key decisions made in consultation with parents/governors:**

**Module 1, unit 2 - whether to teach puberty and the changing body in Year 4 or Year 5.**

CTK will begin to teach about hormones and their effects on our emotions in Year 4.

The menstrual cycle will be discussed in Year 5 which is co-ordinated with science learning delivered at that time. One parent response suggested an earlier time but we believe that this should be subject to parental discretion and that Year 5 is appropriate for the majority of children.

## Upper Key Stage 2 (years 5 and 6)

**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:

**Unit 1 – Religious Understanding** explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1.

In **Unit 2 – Me, My Body, My Health**, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are mentioned here, but are not named/identified.

**Unit 3 – Emotional Well-Being** helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified Cognitive Behavioural Therapy techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.

In **Unit 4 – Life Cycles**, children will learn about God’s design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth. An optional session talks about sexual intercourse within the context of marriage being God’s plan for the place of sex within a relationship.

**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 module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

**Unit 1 – Religious Understanding** explores the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.

**Unit 2 – Personal Relationships** aims 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.

**Unit 3 – Keeping Safe** builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn’t share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help.

The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people’s lifestyles and the body’s natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC (surveying the situation the casualty is

in) and the recovery position. These sessions build on the learning from Lower Key Stage 2 regarding drugs and alcohol.

**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:

**Unit 1 – Religious Understanding** deepens pupils understanding and appreciation of the three-part community of love, the Trinity, with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.

**Unit 2 – Living in the Wider World** teaches children some of the principles of Catholic Social Teaching from *Together For The Common Good*, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.

**Key decisions in consultation with parents/governors:**

**Module 1, Unit 3 - discussing pornography as part of online safety**

Children at CTK will not be introduced to the subject of pornography. It is not possible to identify and discuss pornography without the inevitable temptation for children to conduct their own research on the internet. It is also very difficult to discuss pornography without this leading to areas of RSHE far beyond what children are taught in RE and science in primary education. Therefore, it is not possible to discuss this without undermining other areas of the curriculum. Our children and parents already receive regular guidance on the safe use of the internet and it is also part of our Computing curriculum.

Resources for parents wishing to discuss this with their children may be made available on the Online Parent Portal.

**Module 1, Unit 4 - sexual intercourse**

CTK will teach part one (foetal development) in school in the final half term of Year 6, before the children move on to secondary school. Part two (sexual intercourse) will not be taught at school, but will be made available to parents to aid their discussions as first educators of their children. This will be made available through the Online Parent Portal.