St Peter's Catholic Primary School

'Christ at the Centre'

Relationship, Sex and Health Education (RSHE) Policy

Approved by:	The Governing Body	**Date:**	16th September 2026
Last reviewed on:	Autumn 2022		
Next review due by:	Autumn 2028		

Overview of Policy for Review	
Origin of Policy	One that was developed with the new DfE guidance in 2020
New/existing Policy	Existing
All changes tracked	Changes made for the DfE revised 'Relationships , Sex and Health Education Statutory Guidance', Sept. 2026 tracked in yellow for governors

The Mission Statement

"At St. Peter's we strive to be a joyful, active, Catholic community, belonging to and guided by our Lord Jesus Christ.

We deliver a high quality, rounded education, focussing not only on individual academic excellence, but on each pupil's spiritual, moral, physical and emotional development. We are a forward looking school, continually seeking ways to build on our successes and further enhance the educational experience of our children.

Inspired by the values of Catholic Social Teaching, we provide superb pastoral care for the entire school, particularly the most vulnerable amongst us and we actively promote justice, charity and care for our created world.

As a community we aim to grow in communion with each other and with God. We aspire for every member of our school to become daily more like Jesus, filled with the grace and power of the Holy Spirit, allowing them to live life to the full, in hope and joy, transforming the world around them and bearing fruit that will last"

Relationship, Sex and Health Education (RSHE) Policy

This policy has been developed with regard to the Department for Education statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (September 2026). Along with referencing:

- Keeping Children Safe in Education 2026
- Equality Act 2010
- Children and Social Work Act 2017
- DfE Guidance on Gender Questioning Children (where relevant)
- Catholic Education Service guidance and Diocese requirements

In this policy the Governors and teachers, in partnership with pupils and their parents, set out the intent of relationships, sex and health education (RSHE), how this will be implemented and the intended impact of our teaching and the approach we have adopted.

In order to develop our curriculum the school had taken the following actions to consult and involved different groups of our school community;

- review of RSHE curriculum content with staff and pupils (Pupil Surveys June 2019, November 2019 and February 2020)
- consultation with school governors
- consultation with parents, with annual information sharing before teaching sensitive units, with procedures for discussing concerns with school leaders being in place. Parents were informed of the introduction of new statutory guidance in September 2026, reminded of how to access curriculum content and of procedures should there be a concern about curriculum content.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". 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." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

RATIONALE

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

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach

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

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

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, 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.

INTENT

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

Objectives

To develop the following attitudes and virtues:

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

To develop the following personal and social skills:

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

- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships 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;

IMPLEMENTATION OF THE RSHE CURRICULUM

- The RSHE curriculum is taught with sensitivity and based on the knowledge of pupils and their specific circumstances.
- TENTEN's programme and resources "Life to the Full" will be used as a basis of our RSHE teaching, which forms part of the wider RSHE curriculum. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion. Appendices to this policy provide further information about the programme. "Life to the Full" ensures all statutory expectations are met through regular review to ensure ongoing compliance with statutory guidance and local needs.
- 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; a cross-curricular dimension and a specific relationships and sex curriculum.
- Wherever possible, the RSHE curriculum will be taught by the class teacher or teachers who the pupils know well.
- Teaching strategies will include: establishing ground rules, discussion, project learning and reflection, group work and video presentations.
- Teaching methods will be adapted to meet the varying needs of this group of pupils.
- Our school will at times 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. External visitor should be clear about their role and the purpose of their input whilst they are in school delivering a session and ensure that all teaching is rooted in Catholic principles and practice. The teacher should always be present during sessions led by an external visitor and intervene if necessary.
- A year plan, available on the school's website, will indicate when aspects of RSHE are being taught.
- The PHSE leader, along with the head teacher, will provide advice, guidance and training for staff so they are fully confident in delivering the RSHE curriculum content.

IMPACT - 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.

Pupils leave St Peter's as confident young people who have a clear view of how to form and maintained respectful and healthy relationships based on their understanding that all human life is created and formed in the image of God.

PARENTS AND CARERS

We recognise that parents 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. The 2026 guidance places greater emphasis on transparency. The school will be open and transparent with parents regarding RSHE content, learning objectives and teaching materials.

Therefore the school will:

- share the resources used by the school in the RSHE programme in both emails and on the school website, with access to a parent portal where lessons can be viewed in detail.
- support parents by providing material to be shared with their children at home and workshops to help parents to find out more.
- inform 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.
- Consult with parents before this policy is ratified by the governors and at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation.

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 in writing. 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.

INCLUSION AND DIFFERENTIATED LEARNING

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

EQUALITIES OBLIGATIONS

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

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the head teacher supported by the RE and PSHE leaders. 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.

Governors are responsible for ensuring the RSHE policy is:

- developed, in consultation with parents and teachers;
- available to parents via the School's website along with an overview of the curriculum;
- in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- clear to parents regarding their right to withdraw their children from specific aspects of the RSHE curriculum;
- provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE;
- In accordance to government statutory expectations.

Governors should also ensure there is a named linked governor for RSHE.

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 Authority, also appropriate agencies.

PSHE/RSHE Leader

The subject leader, 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. (They may be supported by 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.

RELATIONSHIP TO OTHER POLICIES

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, Behaviour Policy, Safeguarding Policy, SEND and Inclusion etc)

CHILDREN'S QUESTIONS

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

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSHE) and Health Education, Managing difficult questions, Page 23 for more detail)

The RSHE curriculum will support pupils in recognising harmful behaviours, including sexual harassment, sexual violence, coercive control, misogynistic attitudes, online exploitation and abuse. Pupils will be taught, in an age appropriate manner how to seek support and report concerns with regard pornography, online influencers, harmful online communities, social media pressures and digital consent.

Through RSHE, pupils will develop an age-appropriate understanding of equality, protected characteristics and respect for all people, whilst recognising the distinctive Catholic ethos of the school.

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 contentious or is of a personal nature. At these times, teachers should meet with the children separately and follow the School's Child Protection and Safeguarding Policies where appropriate and/or seek advice from senior staff for how to respond to controversial views that may have been expressed.

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 child protection and safeguarding policies and immediately inform the designated senior member of staff responsible.

The curriculum will be adapted so that all pupils, including those with SEND, can access, understand and apply learning appropriate to their developmental stage. Assessment and pupil voice will be used to evaluate understanding and impact.

CONFIDENTIALITY AND ADVICE

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

MONITORING AND EVALUATION

The RSHE Leader 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 by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. Safeguarding trends and well being indicators are also used to inform the school of impact. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy and will monitor the subject.

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with the Governors in the Autumn 2026. This policy will be reviewed by the Head teacher, RSHE Leader, the Governing Body and Staff. The next review date is 2029.

DISSEMINATION

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website, via the newsletter and a copy is available in the school office. Details of the content of the RSHE curriculum will also be published on the school's web site.

<u>Subject Overview</u> Please note majority of e-safety curriculum within computing planning overview)

Subject: Relationships, Sex and Health Education (RSHE) **Subject Leader: Grace Dougan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E-Safety	To ensure version control please refer to school's computing curriculum for Online Safety programme of study.					
*	Denotes Sexual Health Curriculum to be taught after 6th June, after information letters sent to parents.					
EYFS **To be used with MAP B curriculum overview** **For RSE Year 1 curriculum will be followed**	The most relevant early years outcomes for RSHE are taken from the following areas of learning: • Personal, Social and Emotional Development • Physical Development • Understanding the World • Communication and Language We will be using Ten:Ten Resources from 'Life to the Full'.					
	Welcome to school Feeling safe at school Making friends **(Teacher lead within continuous EYFS provision)**	**Created and Loved by God** **EYFS Module 1 Unit 1 – Religious Understanding** Handmade with Love **Unit 2 – Me, My Body, My Health** I Am Me Heads, Shoulders, Knees and Toes Ready Teddy?	**Created and Loved by God** **EYFS Module 1** **Unit 3 – Emotional Well-Being** I Like, You Like, We All Like! All The Feelings! Let's Get Real	**Created to Love Others** **EYFS Module 1** **Unit 4 – Life Cycles** Growing up **EYFS Module 2** **Unit 1 – Religious Understanding** Role Model	**Created to Love Others** **EYFS Module 2** **Unit 2 – Personal Relationships** Who's Who? You've Got A Friend in Me Forever Friends **EYFS Module 2** **Unit 3 - Life Online** What is the Internet? Playing Online	**Created to Love Others/Created to Live in Community** **EYFS Module 2** **Unit 4*- Keeping Safe** Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us **EYFS Module 3** **Unit 1 – Religious Understanding** God is Love **Unit 2 – Living in the Wider World**

						Me, You, Us
Empowerment Approach	**5 Cs** Comfortable	**5 Cs** Connection	**5 Cs** Count	**5 Cs** Capable	**5 Cs** Control	**5 Cs** Revisit all
Year 1 **To be used with MAP A curriculum overview**	**Teacher led** Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see Online Safety provision	**Created and Loved by God** **KS1 Module 1** **Unit 1 – Religious Understanding** Let The Children Come **Unit 2 – Me, My Body, My Health** I Am Unique Clean and Healthy	**Created and Loved by God** **KS1 Module 1** **Unit 3 – Emotional Well-Being** Feelings, Likes, Dislikes Feeling Inside Out Super Susie Gets Angry **Unit 4 – Life Cycles** The Cycle of Life Beginnings and Endings (taught in Year 2)	**Created to Love Others** **KS1 Module 2** **Unit 1 – Religious Understanding** God Loves You **Unit 2 – Personal Relationships** Special People Treat Others Well… …And Say Sorry	**Created to Love Others** **KS1 Module 2** **Unit 3 - Life Online** Real Life Online Rules to Help Us **KS1 Module 2** **Unit 4 - Keeping Safe** Good and Bad Secrets Harmful Substances Can You Help Me?	**Created to Love Others/Created and Loved by God/Created to Live in Community** **KS1 Module 2** **Unit 4*- Keeping Safe** Physical Contact (NSPCC Pants) **KS1 Module 1** **Unit 2*- Me, My Body, My Health** Girls and Boys **KS1 Module 3** **Unit 1 – Religious Understanding** Three In One Who Is My Neighbour? **Unit 2 – Living in the Wider World** The Communities We Live In
Empowerment Approach	**5 Cs** Comfortable	**5 Cs** Connection	**5 Cs** Count	**5 Cs** Capable	**5 Cs** Control	**5 Cs** Revisit all
Year 2	**Teacher led –** Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see Online Safety provision	**Created and Loved by God** **KS1 Module 1** **Unit 1 – Religious Understanding** Let The Children Come **Unit 2 – Me, My Body, My Health** I Am Unique Clean and Healthy	**Created and Loved by God** **KS1 Module 1** **Unit 3 – Emotional Well-Being** Feelings, Likes, Dislikes Feeling Inside Out Super Susie Gets Angry **Unit 4 – Life Cycles** The Cycle of Life Beginnings and Endings (Yr 2)	**Created to Love Others** **KS1 Module 2** **Unit 1 – Religious Understanding** God Loves You **Unit 2 – Personal Relationships** Special People Treat Others Well… …And Say Sorry	**Created to Love Others** **KS1 Module 2** **Unit 3 - Life Online** Real Life Online Rules to Help Us **KS1 Module 2** **Unit 4 - Keeping Safe** Good and Bad Secrets Harmful Substances Can You Help Me?	**Created to Love Others/Created and Loved by God/Created to Live in Community** **KS1 Module 2** **Unit 4*- Keeping Safe** Physical Contact (NSPCC Pants) **KS1 Module 1** **Unit 2*- Me, My Body, My Health** Girls and Boys

						KS1 Module 3 **Unit 1 – Religious Understanding** Three In One Who Is My Neighbour? **Unit 2 – Living in the Wider World** The Communities We Live In
Empowerment Approach	**5 Cs** Comfortable	**5 Cs** Connection	**5 Cs** Count	**5 Cs** Capable	**5 Cs** Control	**5 Cs** Revisit all
Year 3	**Teacher led –** Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see Online Safety provision	**Created and Loved by God/Created to Live in Community** **LKS2 Module 1** **Unit 1 – Religious Understanding** Get Up! Sacraments **LKS2 Module 3** **Unit 1 – Religious Understanding** A Community Of Love What Is The Church? **Unit 2 – Living in the Wider World** How Do I Love Others?	**Created and Loved by God** **LKS2 Module 1** **Unit 3 – Emotional Well-Being** What Am I Feeling? What Am I Looking At? I Am Thankful **Unit 4 – Life Cycles** Life Cycles A Time For Everything (Yr 4)	**Created to Love Others** **LKS2 Module 2** **Unit 1 – Religious Understanding** Jesus, My Friend **Unit 2 – Personal Relationships** Friends, Family and Others When Things Feel Bad Balancing Needs	**Created to Love Others** **LKS2 Module 2** **Unit 3 – Life Online** Sharing Online Chatting Online **Unit 4 – Keeping Safe** Recognising Risk Drugs, Alcohol and Tobacco First Aid Heroes	**Created and Loved by God/Created to Love Others** **LKS2 Module 1** **Unit 2 * - Me, My Body, My Health** We Don't Have To Be The Same Respecting Our Bodies What is Puberty (Yr4) Changing Bodies (Y4) Male/Female Discussion Groups (Yr4) **LKS2 Module 2** **Unit 4* - Keeping Safe** Safe In My Body
Empowerment Approach	**Executive Function Skills** Emotional regulation	**Executive Function Skills** Emotional regulation	**Executive Function Skills** Impulse control	**Executive Function Skills** Impulse control	**Executive Function Skills** DOSE Revisit all	**Executive Function Skills** DOSE Revisit all
Year 4	**Teacher led –** Classroom rules/ contract/ boundaries Circle time –getting to know each other	**Created and Loved by God/Created to Live in Community** **LKS2 Module 1**	**Created and Loved by God** **LKS2 Module 1** **Unit 3 – Emotional Well-Being**	**Created to Love Others** **LKS2 Module 2** **Unit 1 – Religious Understanding**	**Created to Love Others** **LKS2 Module 2** **Unit 3 – Life Online** Sharing Online Chatting Online	**Created and Loved by God/Created to Love Others** **LKS2 Module 1**

	E-safety – see Online Safety provision	**Unit 1 – Religious Understanding** Get Up! Sacraments **LKS2 Module 3** **Unit 1 – Religious Understanding** A Community Of Love What Is The Church? **Unit 2 – Living in the Wider World** How Do I Love Others?	What Am I Feeling? What Am I Looking At? I Am Thankful **Unit 4 – Life Cycles** Life Cycles A Time For Everything (Yr 4)	Jesus, My Friend **Unit 2 – Personal Relationships** Friends, Family and Others When Things Feel Bad Balancing Needs	**Unit 4 – Keeping Safe** Recognising Risk Drugs, Alcohol and Tobacco First Aid Heroes	**Unit 2 * - Me, My Body, My Health** We Don't Have To Be The Same Respecting Our Bodies What is Puberty (Yr4) Changing Bodies (Y4) Male/Female Discussion Groups (Yr4) **LKS2 Module 2** **Unit 4* - Keeping Safe** Safe In My Body
Empowerment Approach	**Executive Function Skills** Working memory	**Executive Function Skills** Working memory	**Executive Function Skills** Impulse control	**Executive Function Skills** Impulse control	**Executive Function Skills** DOSE Revisit all	**Executive Function Skills** DOSE Revisit all
Year 5	**Teacher led –** Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see Online Safety provision	**Created and Loved by God/Created to Love Others** **UKS2 Module 1** **Unit 1 – Religious Understanding** Calming The Storm **UKS2 Module 2** **Unit 3 – Life Online** Sharing Isn't Always Caring Cyberbulling **Unit 4 – Keeping Safe** Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance	**Created to Love Others** **UKS2 Module 2** **Unit 1 – Religious Understanding** Is God Calling You? **UKS2 Module 2** **Unit 2 – Personal Relationships** Under Pressure Do You Want A Piece Of Cake? Self-Talk Confidence vs Control Build Others Up	**Created to Live in Community** **UKS2 Module 3** **Unit 1 – Religious Understanding** The Trinity Catholic Social Teaching **UKS2 Module 3** **Unit 2 – Living in the Wider World** Reaching Out	**Created and Loved by God** **UKS2 Module 1** **Unit 3 – Emotional Well-Being** Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online	**Created and Loved by God** **UKS2 Module 1** **Unit 2 * - Me, My Body, My Health** Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep **UKS2 Module 1** **Unit 4 * - Life Cycles** Making Babies (part 1) Making Babies (part 2) Menstruation Hope Beyond Death
Empowerment Approach	**Executive Function Skills**	**Executive Function Skills**	**Executive Function Skills**	**Executive Function Skills**	**Executive Function Skills**	**Executive Function Skills**

	Flexible thinking	Flexible thinking	Attention control	Attention control	DOSE Revisit all	DOSE Revisit all
Year 6	**Teacher led –** Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see Online Safety provision	**Created and Loved by God/Created to Love Others** **UKS2 Module 1** **Unit 1 – Religious Understanding** Calming The Storm **UKS2 Module 2** **Unit 3 – Life Online** Sharing Isn't Always Caring Cyberbulling **Unit 4 – Keeping Safe** Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance	**Created to Love Others** **UKS2 Module 2** **Unit 1 – Religious Understanding** Is God Calling You? **UKS2 Module 2** **Unit 2 – Personal Relationships** Under Pressure Do You Want A Piece Of Cake? Self-Talk Confidence vs Control Build Others Up	**Created to Live in Community** **UKS2 Module 3** **Unit 1 – Religious Understanding** The Trinity Catholic Social Teaching **UKS2 Module 3** **Unit 2 – Living in the Wider World** Reaching Out	**Created and Loved by God** **UKS2 Module 1** **Unit 3 – Emotional Well-Being** Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online	**Created and Loved by God** **UKS2 Module 1** **Unit 2 * - Me, My Body, My Health** Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep **UKS2 Module 1** **Unit 4 * - Life Cycles** Making Babies (part 1) Making Babies (part 2) Menstruation Hope Beyond Death
Empowerment Approach	**Executive Function Skills** Emotional regulation	**Executive Function Skills** Impulse control	**Executive Function Skills** Working memory	**Executive Function Skills** Thinking speed	**Executive Function Skills** Flexible thinking	**Executive Function Skills** Attention control

Whole school using the following programmes: **Ten Ten Resources** **Where to find on TenTen** **Empowerment Approach**