

Christ the King Catholic Primary School



Making a difference by
Inspiring a love of life and learning
We build strong foundations within
God's loving hands

Relationship and Sex Education Policy (RSE)

Author		Mary Mainwaring and Rosie Yemm	
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Author/Person Responsible	Head Teacher – Mary Mainwaring
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Previous Review Amendments/Notes	
Related Policies	
Chair of Committee Signature	FGB

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Relationship and Sex Education Policy (RSE)	DATE:	September 2026
EIA CARRIED OUT BY	Mary Mainwaring	EIA APPROVED BY	Mary Mainwaring

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A

Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		N/A

SCHOOL MISSION STATEMENT

“Making a difference by Inspiring a love of life and learning

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God’s loving hands”

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationship, Sex and Health Education is an integral part of educating the whole child. Furthermore, our school aims state that we will endeavor to raise pupils’ self-esteem, help them to grow in faith and understanding, recognise the value of all persons and develop caring and sensitive attitudes

Consultation

As a school we have:

- consulted parents / carers through newsletters and on our website
- reviewed our RSHE curriculum content with staff
- consulted school governors

Our curriculum intent.

At Christ the King Catholic Primary School, the intent of our Relationship and Sexual education curriculum is a part of our PSHE curriculum to promote the spiritual, moral, cultural, mental and physical development of our children and to prepare them at the school for the opportunities, responsibilities and experiences of later life. Here, at CTK, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme as well as our RE lessons. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE as well as Ten Ten planning for RSE as our chosen teaching and learning programme and tailor it to your children’s needs.

The National Curriculum for PSHE.

At Christ the King Catholic Primary School we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”
Secretary of State Foreword DfE Guidance 2019 p.4-5

Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”
DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”
DfE Guidance p.11

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”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

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

However, the reasons for our inclusion of RSE go further.

Rationale

'I have come that you may have life, and have it to the full' (John 10 v10)

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, RHE 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.

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 all our pupils for life in modern Britain.

Values and Virtues

Our programme of study (Ten Ten – Life to the Full resources) 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 SRE and the School's Mission Statement

As a Catholic School we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RHE is an integral part of this education. Furthermore, our school endeavours 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 **mutually-supportive** 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, which are 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.

Outcomes

Inclusion and differentiated learning

We will ensure RHE is sensitive to the different needs of individual pupils in respect of pupils' different abilities, levels of maturity and personal circumstances (for example their own sexual orientation, Faith or culture) and that it 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 prejudicebased language and how to respond and ask for help.

Equalities obligations

The Governing Body has wider responsibilities under the Equalities Act 2010 and will ensure that the school strives to do the best for all 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 RSE

This RSE curriculum as set by the Catholic Education Service covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

1. 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.

2. 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.

3. 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 of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. We will use our science ,RE ,RSE curriculum(Ten Ten resources) and Jigsaw PSHE curriculum to deliver this curriculum.

We will use our Jigsaw PSHE scheme to deliver aspects of our RSE curriculum but still being mindful and cautious to adhere to CES recommended planning. Therefore we incorporate Ten Ten resources for RSE and to follow CES guidance into our planning and teaching sequence.

'Life to the Full' sits alongside the resource 'Jigsaw' which is used to develop PSHE curriculum.

It includes a platform of creative resources alongside lesson plans to engage, inform and inspire utilising interactive video content, story-based activities, worship music and prayers.

'Life to the Full' includes built in assessment, as well as a parent platform and leaflet, with an overview of study for the Primary years.

PSHE

Jigsaw topics (Puzzles) which will be used to support our PSHE teaching and curriculum.

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Ten Ten

RSE (Ten Ten) Overview 2026 – 2027

The curriculum will be as following

- Years 1, 3 and 5 with 'Module 2'
- Reception & Years 2, 4, and 6 with 'Module 1'
- All Years to undertake sessions from 'Module 3'

The Gospel story sessions in Module One and the Trinity story sessions in Module Three are run every year as they are foundational to the Religious Understanding taught in the programme.

Year Group	Session name
Reception	• Handmade with love I am me • Head, shoulder knees and toe Ready Teddy? • I like, you like, we all like! All the feelings! • Let's get real Growing up God I love • Loving God, Loving others Me, You, us
Year 1	• Let the children come God Loves you Special People • Treat others well..and say sorry • Good and bad secrets Physical contact Harmful substances Can you help me? • Three in one • Who is my Neighbour? • The Communities we live in
Year 2	• Let the children come • I am unique • Girls and boys • Clean and healthy • Feelings, likes and dislikes • Feelings inside out • Super Susie gets angry • The cycle of life

	• Beginnings and endings • Real life online • Rules ot help us • Three in one • Who is my Neighbour? • The Communities we live in
Year 3	• Get up! • The Sacraments • Jesus, my friend • Family, friends and others.. • When things feel bad • Sharing online • Chatting online • Safe in my body • Drugs alcohol and Tobacco • First Aid Heros • A community of love • What is the church? • How Do I love others?
Year 4	• Get up! • We don't have to be the same • Respecting our bodies • What is puberty? • Cahnging bodies • What am I feeling? • What am I looking at? • I am thankful • Life cycles • A time for everything • A community of love • What is the church? • How Do I love others?
Year 5	• Calming the storm • God is calling you • Under pressure • Do you want a piece of cake? • Self- Talk • Sharing isn't always caring • Cyberbullying • Types of abuse • Impacted lifestyles • Making good choices • Giving assistance • The Holy Trinity • Catholic Social teaching • Reaching out
Year 6	• Calming the storm • Gifts and talents • Girls' bodies • Boys' bodies • Spots and sleep

	• Body image • Peculiar feelings • Emotional changes • Seeing stuff online • Making babies part 1&2 • Menstruation • Hope beyond death • Build others up • The Holy Trinity • Catholic Social teaching • Reaching out
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PROGRAMME / RESOURCES

We use TEN TEN as a specific scheme to teach RSE. We use Jigsaw scheme for PSHE

We will also teach aspects as relevant in RE and Science lessons.

Teaching strategies will include:

- establishing ground rules
- Jigsaw rules
- Circle time /Jigsaw pieces
- discussion
- project tasks
- reflection (weekly)
- active
- brainstorming /mind mapping
- film & video
- group work
- role-play
- values clarification
- discussion
- questioning

ASSESSMENT

We assess PSHE using Jigsaw materials ½ termly and lesson reflections for each lesson.

We will use aspects of this to feed into our assessment (using the planning template from our RSE curriculum) .Against each statement we will note as achieved or next steps to address. This will form part of PSHE, RSE and RE assessment for all pupils.

PARENTS AND CARERS

We recognise that parents, and other carers *in loco parentis*, are the primary educators of their children. As a Catholic school, we provide the principle 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; an online

introduction and resources developed by Ten Ten for parents and carers will help them to find out more.

Parents and carers will be informed when the more sensitive aspects of the programme will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Ten Ten have developed a parent portal so parents and carers can ask questions and work alongside their child as they progress on their learning journey.

Parents and carers will be consulted during the development of the RHE programme, as well as during the process of monitoring, review and evaluation.

They will be able to view the RHE Programme resources used by the school on the school's website, and may request a paper copy of the RHE Policy.

The School's aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE 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. Parents **do not have the right to withdraw** their children from Relationships Education.

Should parents wish to withdraw their children from Sex Education, they are asked to notify the school by contacting the Head Teacher. 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. *Parents may wish to refer to DFE guidance p17 for further details on the right to be excused from sex education (commonly referred to as the 'right to withdraw') (4)*

At Christ the King, children will be taught that everyone has an inherent dignity because we are made in the image and likeness of God. 'Any behaviour which undermines someone's dignity is completely unacceptable and must be challenged in the context of a Christian community, which seeks to model God's love and the values of His Kingdom.' (*Pope Benedict 'Truth in Love'*).

CONSULTATION

Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Our Consultation JOURNEY SO FAR AND NEXT STEPS

Summer 2020	• Discussion with Governors • Initial planning
	• Discussion with staff • Staff training

Autumn 2021	• Letter to parents • Policy to parents for consultation
Spring 2021 – Jan	• Final consultation with all • Agree policy • Further staff training
Spring 2021	• Teach RSE as planned in curriculum planning document
Summer (2) 2021	• Letter to parents before more specific 'content' teaching
Summer 2022	• Annual letter to parents about our RSE programme
Summer 2023	• Annual letter to parents about our RSE programme
Summer 2024	• Annual letter to parents about our RSE programme
Summer 2025	• Annual letter to parents about our RSE programme
Autumn 2026	• Use new updated Jigsaw programme for terms 1 to 5.
Summer 2026	• Annual letter to parents about our RSE programme • Updated policy with DfE updates.

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 RSE 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 RSE (in secondary schools/academies 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.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the class teacher with support from lead RSE and SLT/Head.

However, all staff will be involved in developing the attitudes and values aspect of the RSE 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 RSE. 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 4.

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 RSE

Governors

- draw up the RSE 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., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- 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 RSE 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.

PSHE/RSE Leader

The 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 RSE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

All Staff

RSE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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 RSE 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 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 RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE 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 RSE. 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 RSE 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.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE 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, 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 RSE 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, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

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

Lower KS2

MODULE	UNIT	Session	Learning Outcome
Created and Loved By God	Religious Understanding	2.1.1.1 Designed for a Purpose	We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference'; each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience.
		2.1.1.2 The Sacraments	That in Baptism God makes us His adopted children and 'receivers' of His love; That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Me, My Body, My Health	2.1.2.1 We Don't Have to be the Same	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		2.1.2.2 Respecting our Bodies	About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do
		2.1.2.3 What is Puberty?	Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.
		2.1.2.4 Changing Bodies	Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.
		2.1.2.5 Discussion Groups	
	Emotional Well Being	2.1.3.1 What Am I Feeling?	That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).
		2.1.3.2 What Am I Looking at?	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
		2.1.3.3 I am Thankful	Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
	Life Cycles	2.1.4.1 Life Cycles	That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.
Created to Love Others	Religious Understanding	2.2.1.1 Jesus, My Friend	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Personal Relationships	2.2.2.1 Friends, Family and Others..	Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.
		2.2.2.2 When Things Feel Bad	Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
	Keeping Safe	2.2.3.1 Sharing Online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.
		2.2.3.2 Chatting Online	How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.
		2.2.3.3 Physical Contact	To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
Created to Live in Community	Religious Understanding	2.3.1.1 Trinity House	God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity.
		2.3.1.2 What is the Church?	That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).
	Living in the Wider World	2.3.2.1 How do I Love Others?	To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

Upper KS2

MODULE	UNIT	Session		Learning Outcome
Created and Loved By God	Religious Understanding	UK2.1.1.1	Made to Grow	Physically becoming an adult is a natural phase of life. Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! Like Kester, they were made to love and be loved.
	Me, My Body, My Health	UK2.1.2.1	Gifts & Talents	Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		UKS2.1.2.2	Girls' Bodies	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.
		UKS2.1.2.3	Boys' Bodies	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.
		UKS2.1.2.4	Spots & Sleep	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
	Emotional Well Being	UKS2.1.3.1	Body Image	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
		UKS2.1.3.2	Peculiar Feelings	To deepen their understanding of the range and intensity of their feelings, that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.
		UKS2.1.3.3	Emotional Changes	Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being
		UKS2.1.3.4	Seeing Stuff Online	The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images
	Life Cycles	UKS2.1.4.1	Making Babies (P1)	How a baby grows and develops in its mother's womb.
		UKS2.1.4.2	Making Babies (P12)	Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage. *Optional. See your Programme Coordinator
		UKS2.1.4.3	Menstruation	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.
Created to Love Others	Religious Understanding	UKS2.2.1.1	Is God Calling You?	To know that God calls us to love others. To know ways in which we can participate in God's call to us.
	Personal Relationships	UKS2.2.2.1	Under Pressure	Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.
		UKS2.2.2.2	Do You Want a Piece of Cake?	Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.
		UKS2.2.2.3	Self-Talk	Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships
	Keeping Safe	UKS2.2.3.1	Sharing Online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.
		UKS2.2.3.2	Chatting Online	What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying.
		UKS2.2.3.3	Physical Contact	To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests
Created to Live in Community	Religious Understanding	UKS2.3.1.1	Trinity House	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
		UKS2.3.1.2	Catholic Social Teaching	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
	Living in the Wider World	UKS2.3.2.1	Reaching Out	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.

Appendix ii: Outline of Key Stage units of work



Module 1: Created and Loved by God	
Unit 1: Religious Understanding	
Story Sessions: Handmade with Love	
Unit 2: Me, my body, my health	
Session 1: I Am Me	
Session 2: Heads, Shoulders, Knees and Toes	
Session 3: Ready Teddy?	
Unit 3: Emotional well-being	
Session 1: I Like, You Like, We All Like!	
Session 2: Good Feelings, Bad Feelings	
Session 3: Let's Get Real	
Unit 4: Life cycles	
Session 1: Growing Up	
Module 2: Created to Love Others	
Unit 1: Religious Understanding	
Session 1: Role Model	
Unit 2: Personal Relationships	
Session 1: Who's Who?	
Session 2: You've Got a Friend in Me	
Session 3: Forever Friends	
Unit 3: Keeping Safe	
Session 1: Safe Inside and Out	
Session 2: My Body, My Rules	
Session 3: Feeling Poorly	
Session 4: People Who Help Us	
Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Session 1: God is Love	
Session 2: Loving God, Loving Others	
Unit 2: Living in the Wider World	
Session 1: Me, You, Us	

Module 1: Created and Loved by God	
Unit 1: Religious Understanding	
Story Sessions: Let the Children Come NEW for 2020 replacing Kester's Adventures*	
Unit 2: Me, my body, my health	
Session 1: I am Unique	
Session 2: Girls and Boys	
Session 3: Clean & Healthy *UPDATED for 2020*	
Unit 3: Emotional well-being	
Session 1: Feelings, Likes and Dislikes	
Session 2: Feeling Inside Out	
Session 3: Super Susie Gets Angry	
Unit 4: Life cycles	
Session 1: The Cycle of Life *UPDATED for 2020*	
Module 2: Created to Love Others	
Unit 1: Religious Understanding	
Session 1: God Loves You	
Unit 2: Personal Relationships	
Session 1: Special People	
Session 2: Treat Others Well...	
Session 3: ...and Say Sorry	
Unit 3: Keeping Safe	
Session 1: Being Safe	
Session 2: Good Secrets & Bad Secrets	
Session 3: Physical Contact	
Session 4: Harmful Substances *NEW for 2020*	
Session 5: Can You Help Me? *NEW for 2020* (can be split into 2 sessions)	
Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Session 1: Three in One *UPDATED for 2020*	
Session 2: Who Is My Neighbour?	
Unit 2: Living in the Wider World	
Session 1: The Communities We Live In	

Lower Key Stage Two

One-Page Overview

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Module 1: Created and Loved by God	
Unit 1: Religious Understanding	
Story Sessions: Get Up! NEW for 2020 replacing Kester's Adventures*	
Unit 2: Me, my body, my health	
Session 1: We Don't Have To Be The Same	
Session 2: Respecting Our Bodies	
Session 3: What Is Puberty? (recommended for Year 4+)	
Session 4: Changing Bodies (recommended for Year 4+)	
Session 5: Discussion Groups (recommended for Year 4+)	
Unit 3: Emotional well-being	
Session 1: What Am I Feeling?	
Session 2: What Am I Looking At?	
Session 3: I Am Thankful	
Unit 4: Life cycles	
Session 1: Life Cycles	
Module 2: Created to Love Others	
Unit 1: Religious Understanding	
Story Sessions: Jesus, My Friend	
Unit 2: Personal Relationships	
Session 1: Friends, Family & Others	
Session 2: When Things Feel Bad	
Unit 3: Keeping Safe	
Session 1: Sharing Online	
Session 2: Chatting Online	
Session 3: Safe In My Body	
Session 4: Drugs, Alcohol & Tobacco *NEW for 2020*	
Session 5: First Aid Heroes *NEW for 2020*	
Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Session 1: A Community of Love *UPDATED for 2020*	
Session 2: What is the Church?	
Unit 2: Living in the Wider World	
Session 1: How Do I Love Others?	

Upper Key Stage Two

One-Page Overview

Ten:Ten
Resources



Module 1: Created and Loved by God	
Unit 1: Religious Understanding	
Story Sessions: Calming the Storm NEW for 2020 replacing Kester's Adventures*	
Unit 2: Me, my body, my health	
Session 1: Gifts and Talents	
Session 2: Girls' Bodies	
Session 3: Boys' Bodies	
Session 4: Spots and Sleep	
Unit 3: Emotional well-being	
Session 1: Body Image	
Session 2: Peculiar Feelings	
Session 3: Emotional Changes	
Session 4: Seeing Stuff Online	
Unit 4: Life cycles	
Session 1: Making Babies Pt1	
Session 2: Making Babies Pt2 *Optional. See your Programme Coordinator	
Session 3: Menstruation	
Module 2: Created to Love Others	
Unit 1: Religious Understanding	
Session 1: Is God Calling You?	
Unit 2: Personal Relationships	
Session 1: Under Pressure	
Session 2: Do You Want a Piece of Cake?	
Session 3: Self-Talk	
Unit 3: Keeping Safe	
Session 1: Sharing Isn't Always Caring	
Session 2: Cyberbullying	
Session 3: Types of Abuse	
Session 4: Impacted Lifestyles *NEW for 2020*	
Session 5: Making Good Choices *NEW for 2020*	
Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Session 1: The Trinity *UPDATED for 2020*	
Session 2: Catholic Social Teaching	
Unit 2: Living in the Wider World	
Session 1: Reaching Out	