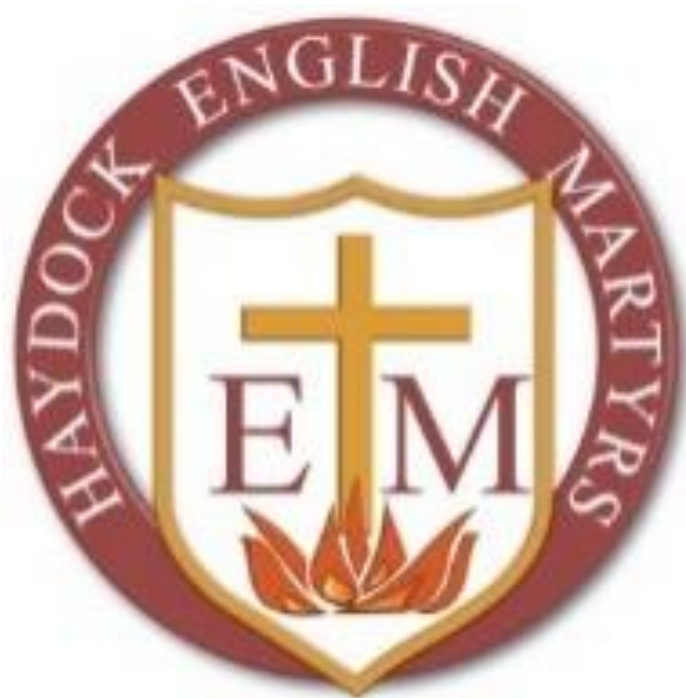


# Haydock English Martyrs' Catholic Primary School

## Relationship, Sex and Health Education Policy (RSHE) 2024



N.B. Changes are expected as we transition to the new Religious Education curriculum, 'To Know You More Clearly'.

<b>Chair of Governors:</b>	Brian Dooner
<b>Headteacher:</b>	Miss Karen Prescott
<b>Date adopted:</b> September 2024	<b>Review Date:</b> Autumn 2025

At English Martyrs' we provide a stimulating varied education which challenges all to achieve, encouraging everyone to live in the spirit of Jesus. As part of the wider community we will work towards success

## **Rationale**

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

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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

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

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

## **Aim**

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

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'A Journey in Love 2020', we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of

growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the statutory curriculum intent will be met by using a cross curricular approach. At Haydock English Martyrs', we aim to equip children with the knowledge, skills and attributes needed to promote and protect their social and emotional health and well-being. Through the teaching of PSHE, children will learn how to stay safe and healthy, develop positive relationships and learn how to maintain friendships. Children will also explore how they can become active citizens who contribute to society in a positive manner whilst examining British values. Social, moral, spiritual and cultural (SMSC) themes will be explored throughout the teaching of both PSHE and R.E. (Come and See) along with the 'No Outsiders' (Everyone's Welcome) programme of study which explores the characteristics protected by the Equality Act (age, disability, gender reassignment, marriage or civil partnership, race, religion or belief, sex, sexual orientation). The learning outcomes set out by the PSHE Association Programme of Study, which is recommended and referred to by the DfE, will be used to plan and deliver appropriate, broad and balanced PSHE and RSE lessons to all children who attend the school. The three main themes that will be taught are: 1. Relationships; 2. Health and wellbeing and 3. Living in the Wider World. Relationship education will be delivered to all children from Early Years Foundation Stage to Year Six, using the 'A Journey in Love' programme of study. This is the recommended programme of study for all Catholic schools and will be delivered as a progressive scheme to support the teaching of R.E., PSHE and Science. For further details on how this will be covered in each year group, please see the curriculum overviews in the appendices. (See Appendices 4-10)

### **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at Haydock English Martyrs' Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### **Statutory Requirements**

At Haydock English Martyrs', we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

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

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

The statutory guidance from the Department for Education Equality Act 2010.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review –staff involved: Miss Prescott (Head Teacher); Mrs Webster (Deputy head); Mrs Wareing (Key Stage One lead and R.E. Coordinator) and Miss Griffiths (PSHE lead). All DfE guidance and along with guidance from Liverpool Archdiocese was used to inform policy.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation took place through the Parentapps school app. Parents were invited to complete an online survey and opportunities were given to those who requested further information to communicate with a member of SLT to discuss any further issues.
4. Pupil consultation – through pupil voice questionnaires we investigated what pupils understood about the RSHE curriculum, what they value and how we could develop the subject further.

### **Definition**

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

### **Curriculum**

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey in Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal appendix 12)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

As a school, we have adopted the use of the Primary Association Programme of Study along with the No Outsiders (Everyone's Welcome) Programme to effectively plan and deliver PSHE lessons which carefully consider the equality and diversity of pupils' along with Public Health England's Intelligence Team's report for the local area of St Helens, within our school and develop children's understanding of British values (democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths, beliefs and those without faith). All teaching staff have been involved in developing a long-term overview of topics to be covered in each year group, ensuring that the PSHE and RSE (RSHE) curriculum works in conjunction with all core and foundation subjects, providing a broad curriculum for the children of our school.

Staff have worked collaboratively with our school's Learning Mentor, Mrs Gokoglu to access additional support or sessions for individual children or whole classes. These include sessions delivered by St Helens Youth Service and NSPCC.

Questions raised by children will be responded to in an age appropriate manner, to ensure that children fully understand any information they receive. Staff are encouraged to seek advice from subject leaders and members of the Senior Leadership Team if they are unsure of how to answer questions asked. This will support class teachers in developing their subject knowledge and terminology in the light of our Catholic ethos, whilst providing support to individual children when it is deemed necessary or requested by the class teacher.

### **Delivery of Relationship, Sex and Health Education (RSHE)**

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

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

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

- Families and people who care for me.
- Caring friendships.

- Respectful relationships.
- Online relationships.
- Being safe.

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

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

### **Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### **Roles and Responsibility**

#### **The Governing Body**

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

#### **The Headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

### **Staff**

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

### **Pupils**

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

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within 'A Journey in Love', the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. Please refer to Appendix 12.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

### **Monitoring arrangements**

The delivery of RSHE is monitored by Miss Prescott, Mrs Wareing and Miss Griffiths along with all senior leadership staff by undertaking learning walks, staff and pupil consultations, planning, work scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

Teachers assess children's work in RSE by making assessments as they observe them working during lessons. Formative assessment strategies are on-going throughout lessons. Teachers record the progress that children make by assessing the children's work against the key learning that has taken place in lessons. At regular intervals, following retrieval opportunities, (to allow us to ensure learning has moved from short to long term memory), teachers will make note of any pupils who are not able to remember key learning. Teachers will then identify how they can provide support to children to ensure that all children can develop their knowledge and understanding and ultimately make progress in their learning. At the end of the academic year, they are able to use their professional knowledge and assessment information to indicate whether children are working towards, working at or working above age related expectations and share this information along with each child's individual Personal Development, I can, dated assessment sheets with staff.

The RSHE subject leader keeps evidence of planning, videos and photographs of children's achievements in a portfolio of evidence folder.

The subject leader uses 'Tell Me Time' to evaluate the quality of RSHE education provided. This is a strategy that has been adapted from Alex Bedford's 'Pupil Book Study' research work and involves speaking with the children at regular intervals discussing learning.

This policy will be agreed annually by the governors and reviewed every three years.

### **Resources**

The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### **Early Years Foundation Stage**

Journey in Love Book and PowerPoints

No Outsiders (Everyone is Welcome) Programme of Study

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Key Stage One**

Journey in Love 2020

No Outsider Programme of Study

To Know You More Clearly

### **Key Stage Two**

Journey in Love

No Outsider Programme of Study

To Know You More Clearly

**CEOP – National Crime Agency Command**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



## **Appendix 1**

### **Primary Relationships Education Statutory Learning Opportunities**

#### **Families and people who care for me**

That families are important for children growing up because they can give love, security and stability	EYFS Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Upper Key Stage 2 - Y5 and Y6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Key Stage 2 - Y3, Y4, Y5 and Y6

#### **Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS, Key Stage 1 and Key Stage 2
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	EYFS, Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Lower Key Stage 2 - Y3 and Y4
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Key Stage 2 - Y1, Y2, Y3, Y4, Y5 and Y6.
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6

#### **Respectful relationships**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	EYFS, Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
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Practical steps they can take in a range of different contexts to improve or support respectful relationships	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
The conventions of courtesy and manners	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
The importance of self-respect and how this links to their own happiness	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Key Stage 2 - Y3, Y4, Y5 and Y6
The importance of permission-seeking and giving in relationships with friends, peers and adults	Key Stage 1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6

### **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not	Key Stage 2 - Y3, Y4, Y5 and Y6
That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	Key Stage 2 - Y3, Y4, Y5 and Y6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Key Stage 2 - Y3, Y4, Y5 and Y6
How information and data is shared and used online	Key Stage 2 - Y3, Y4, Y5 and Y6

### **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	EYFS Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	EYFS Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Key Stage1 - Y1 and Y2

	Key Stage 2 - Y3, Y4, Y5 and Y6
How to recognise and report feelings of being unsafe or feeling bad about any adult	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
Where to get advice from e.g. family, school and/or other sources	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6

### **Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	EYFS Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Key Stage 2 - Y3, Y4, Y5 and Y6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Key Stage 1 - Y1 and Y2
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Key Stage 2 - Y3, Y4, Y5 and Y6

### **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
Why social media, some computer games and online gaming, for example, are age restricted	Key Stage 2 - Y3, Y4, Y5 and Y6
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Key Stage 2 - Y3, Y4, Y5 and Y6
Where and how to report concerns and get support with issues online	Key Stage1 - Y2 Key Stage 2 - Y3, Y4, Y5 and Y6

### **Physical health and fitness**

The characteristics and mental and physical benefits of an active lifestyle	EYFS Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	EYFS Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
The risks associated with an inactive lifestyle (including obesity)	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
How and when to seek support including which adults to speak to in school if they are worried about their health	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6

### **Healthy eating**

What constitutes a healthy diet (including understanding calories and other nutritional content)	EYFS Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
The principles of planning and preparing a range of healthy meals	Key Stage1 - Y1 and Y2 Lower Key Stage 2 - Y3 and Y4
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Key Stage1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6

### **Drugs, alcohol and tobacco**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Y4, Y5 and Y6
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### **Health and prevention**

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Key Stage 2 - Y3, Y4, Y5 and Y6
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EYFS Key Stage 1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Key Stage 1 - Y1 and Y2 Key Stage 2 - Y3, Y4, Y5 and Y6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS Key Stage 1 - Y1 and Y2 and Y4
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	EYFS - Y6 Y1 and Y2 study this over a half term.
The facts and science relating to allergies, immunisation and vaccination	Key Stage 1 - Flu Upper Key Stage 2 - Y5 and Y6

### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	All - As part of Keeping Safe week.
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Lower Key Stage 2 Y3 and Y4

### **Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Upper Key Stage 2 Y5 and Y6
About menstrual wellbeing including the key facts about the menstrual cycle	Y5

## Appendix 2

### Come and See and Relationship and Sex Education



#### Introduction

The following is intended as a guide for linking Relationship and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

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

EARLY YEARS		
<b>MYSELF</b>	God knows and loves each one	<ul style="list-style-type: none"><li>• Each one's name is important</li><li>• I am special and have a special name</li><li>• I have a family name</li><li>• Everyone is precious to God</li></ul>
<b>WELCOME</b>	Baptism a welcome to God's family	<ul style="list-style-type: none"><li>• How we are made to feel welcome</li><li>• How do we show others that they are welcomed?</li><li>• How is a baby welcomed into a family</li></ul>
<b>BIRTHDAY</b>	Looking forward to Jesus' birthday	<ul style="list-style-type: none"><li>• Why do we celebrate birthdays?</li><li>• What a birthday is</li><li>• What people do while they wait for a birthday</li><li>• Some of the ways birthdays are celebrated</li></ul>
<b>CELEBRATING</b>	People celebrate in church	<ul style="list-style-type: none"><li>• Why is celebrating important?</li><li>• What is good about celebrating together?</li><li>• What a celebration is</li></ul>

		<ul style="list-style-type: none"> <li>• Different elements of celebration</li> <li>• Different ways of celebrating</li> </ul>
<b>GATHERING</b>	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> <li>• Why do we gather together?</li> <li>• How we gather as a church/parish family</li> <li>• What are the things that are better done together and why</li> <li>• The importance of gathering</li> </ul>
<b>GROWING</b>	Looking forward to Easter	<ul style="list-style-type: none"> <li>• The ways in which we grow</li> <li>• That spring is a time when things begin to grow</li> <li>• The ways in which we can grow in love to be more like Jesus</li> </ul>
<b>GOOD NEWS</b>	Passing on the Good News of Jesus	<ul style="list-style-type: none"> <li>• How they and others feel when they have good news.</li> <li>• The joy and happiness the good news brings</li> <li>• That everyone has good news to share</li> </ul>
<b>FRIENDS</b>	Friends of Jesus	<ul style="list-style-type: none"> <li>• how friends make us feel happy, comfortable and glad</li> <li>• What breaks and mends friendships:</li> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>
<b>OUR WORLD</b>	God's wonderful world	<ul style="list-style-type: none"> <li>• How wonderful our world is</li> <li>• How we could make God's world even more wonderful</li> <li>• What would happen if we did not look after our world?</li> <li>• What we love about our world.</li> <li>• What fills us with wonder about our world.</li> <li>• Everyone shares God's world.</li> <li>• How we would feel if we did not work together to share God's world.</li> </ul>

## YEAR 1

<b>FAMILIES</b>	God's love and care for every family	<ul style="list-style-type: none"> <li>• How families show love and care for each other.</li> <li>• God's love and care for them and their families.</li> <li>• How God shows love and care for individuals, families and all of creation</li> </ul>
<b>BELONGING</b>	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> <li>• What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family.?</li> <li>• Parents are blessed.</li> </ul>
<b>WAITING</b>	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> <li>• How we feel when we are waiting</li> <li>• Why waiting can be difficult at times</li> <li>• Others may help us as we wait</li> <li>• We can help others.</li> </ul>
<b>SPECIAL PEOPLE</b>	People in the parish family	<ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul>
<b>MEALS</b>	Mass; Jesus' special meal	<ul style="list-style-type: none"> <li>• What important for a happy meal</li> <li>• What makes a family meal special.</li> <li>• Preparation for a meal.</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>
<b>CHANGE</b>	Lent a time for change	<ul style="list-style-type: none"> <li>• How the season change.</li> <li>• The ways we change and grow in love and kindness.</li> <li>• How we can change and make a new start in Lent.</li> </ul>
<b>HOLIDAYS AND HOLYDAYS</b>	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days</li> <li>• What makes holidays happy times</li> </ul>



		<ul style="list-style-type: none"> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>
<b>BEING SORRY</b>	God helps us to choose well	<ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices.</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'.</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> <li>• The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.</li> </ul>
<b>NEIGHBOURS</b>	Neighbours share God's world	<ul style="list-style-type: none"> <li>• Who is our neighbour?</li> <li>• What makes a good neighbour</li> <li>• How we can be a good neighbour</li> <li>• What happens if someone is not a good neighbour</li> </ul>

<b>YEAR 2</b>		
<b>BEGINNINGS</b>	God is present in every beginning	<ul style="list-style-type: none"> <li>• How you feel when you begin anything new</li> <li>• Why some beginnings are easy and some are difficult</li> <li>• How we begin our day</li> <li>• How each day is a new beginning.</li> <li>• God cares for everyone.</li> <li>• God being present in all new beginnings</li> </ul>
<b>SIGNS &amp; SYMBOLS</b>	Signs and symbols used in Baptism	<ul style="list-style-type: none"> <li>• The meaning and importance of some symbols in life.</li> <li>• The power of symbols to convey meaning</li> <li>• Some of the signs and symbols in daily life</li> </ul>

<b>PREPARING</b>	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> <li>• Why is it necessary to prepare?</li> <li>• What would happen if you didn't prepare?</li> <li>• How you feel when you are preparing for special times?</li> <li>• What is the best way to prepare for Jesus' coming?</li> </ul>
<b>BOOKS</b>	The books used in Church	<ul style="list-style-type: none"> <li>• The importance of books in our lives.</li> <li>• The need for books</li> <li>• How books can help us</li> </ul>
<b>THANKSGIVING</b>	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> <li>• How you feel when you thank others</li> <li>• How you feel when you are thanked</li> <li>• Why we thank God our Father</li> <li>• How the parish family can spread the message of thanksgiving and peace.</li> </ul>
<b>OPPORTUNITIES</b>	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> <li>• How each day offers opportunities for good</li> <li>• What helps a person choose well</li> <li>• The opportunity of Lent offers to make a new start.</li> </ul>
<b>SPREAD THE WORD</b>	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> <li>• The importance of messages in daily life</li> <li>• The responsibility of passing on messages</li> <li>• The new life of Jesus</li> <li>• How the Holy Spirit helps Christians</li> <li>• Jesus has promised us new life</li> </ul>
<b>RULES</b>	Reasons for rules in the Christian family	<ul style="list-style-type: none"> <li>• The importance for ourselves and others of keeping rules.</li> <li>• How rules are necessary in life</li> <li>• How it is sometimes hard to say sorry</li> <li>• How it is sometimes hard to forgive others</li> <li>• The good feeling when people make up</li> </ul>

		<ul style="list-style-type: none"> <li>• The difference between doing something accidentally and on purpose.</li> <li>• The importance and helpfulness of examining your conscience every day.</li> <li>• A sorry prayer</li> </ul>
<b>TREASURES</b>	God's treasure; the world	<ul style="list-style-type: none"> <li>• What we treasure</li> <li>• What treasures do we share?</li> <li>• We are God's treasure</li> <li>• How we thank God for the treasures of our world</li> <li>• How we should treat the treasures of this earth</li> </ul>

Year 3		
<b>HOMES</b>	God's vision for every family	<ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family?</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul>
<b>PROMISES</b>	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> <li>• What is good about being in a group</li> <li>• Why we have rules</li> <li>• The importance of making promises</li> <li>• How some promises are more difficult to keep than others</li> <li>• The link between the promises made the consequences of actions following the promise.</li> </ul>

		<ul style="list-style-type: none"> <li>• The role of parents and godparents in bringing up the child in the Faith</li> <li>• What it means to live a child of the Light</li> </ul>
<b>VISITORS</b>	The coming of Jesus	<ul style="list-style-type: none"> <li>• How we welcome visitors</li> <li>• How we feel as a visitor</li> <li>• The importance of preparing for visitors.</li> <li>• The joys and demands of visitors</li> </ul>
<b>JOURNEYS</b>	Christian family's journey with Jesus	<ul style="list-style-type: none"> <li>• Each year has its special times and seasons</li> <li>• Life is a journey</li> <li>• Who is with you on the journey?</li> <li>• What makes it good?</li> <li>• difficulties times in the life's journey</li> <li>• What/who helps?</li> <li>• How we help one another on the journey</li> </ul>
<b>LISTENING &amp; SHARING</b>	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> <li>• The cost of sharing</li> <li>• The joys of sharing</li> <li>• The importance of listening well and sharing.</li> <li>• The joys and difficulties of listening and sharing</li> <li>• How feelings affect our own and others desire to listen and to share.</li> </ul>
<b>GIVING ALL</b>	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> <li>• Why people are brave and give themselves to others</li> <li>• The demands of total giving in terms of time and giving up something you what to do</li> <li>• How people give themselves to others</li> <li>• Those in need and how we might help them.</li> <li>• Lent an opportunity for giving, growing in goodness.</li> <li>• Jesus' total giving</li> </ul>
<b>ENERGY</b>	Gifts of the Holy Spirit	<ul style="list-style-type: none"> <li>• The energy of wind and of fire.</li> <li>• The best use of power of wind and fire</li> </ul>

		<ul style="list-style-type: none"> <li>• The inspiration of the Holy Spirit</li> <li>• The power and energy of the Holy Spirit</li> <li>• The prayer to the Holy Spirit</li> <li>• The gifts of the Holy Spirit</li> <li>• Christians can use the gifts of the Holy Spirit to help others.</li> </ul>
<b>CHOICES</b>	The importance of examination of conscience	<ul style="list-style-type: none"> <li>• The meaning of choice and consequence</li> <li>• The importance of making good choices</li> <li>• What helps in making good choices</li> <li>• Consequences of choices</li> <li>• What it means to examine your conscience</li> <li>• How God is always forgiving</li> </ul>
<b>SPECIAL PLACES</b>	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> <li>• How places become special?</li> <li>• What makes a place special?</li> <li>• Special places for you and your family?</li> <li>• Why is our heart a special place?</li> <li>• Keeping our world a special place?</li> <li>• Why do Christians want to keep the world a special place?</li> </ul>

## YEAR 4

<b>PEOPLE</b>	The family of God in Scripture	<ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>
<b>CALLED</b>	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> <li>• What help do you need to choose?</li> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> </ul>

		<ul style="list-style-type: none"> <li>The commitment of people who respond to the call of God</li> </ul>
<b>GIFT</b>	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> <li>What you value most about the gift of friendship</li> <li>What you offer others in your friendship</li> <li>Why the gift of love and friendship is important</li> <li>The joys and demands of friendship</li> <li>The commitment required by the gift of love and friendship.</li> </ul>
<b>COMMUNITY</b>	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> <li>The meaning of <i>community</i></li> <li>The advantages of being part of a <i>community</i>?</li> <li>What helps to build up <i>community</i></li> <li>The demands of being part of a <i>community</i>?</li> <li>Why people give time and service in helping others in their <i>community</i></li> <li>The causes of a breakdown of a <i>community</i></li> <li>How the parish community celebrates together and supports one another</li> </ul>
<b>GIVING &amp; RECEIVING</b>	Living in communion	<ul style="list-style-type: none"> <li>Your experience of giving and receiving.</li> <li>The importance of giving and receiving?</li> <li>The joys and demands of giving and receiving?</li> <li>Why it is important to live in communion</li> <li>Ways in which we live and grow in communion.</li> <li>How the Eucharist challenges and enables living and growing in communion?</li> </ul>
<b>SELF DISCIPLINE</b>	Celebrating growth to new life	<ul style="list-style-type: none"> <li>The experience of giving up something and be very disciplined for a good reason.</li> <li>How to be self-disciplined</li> <li>How self-discipline helps people to grow and make the best use of their potential</li> </ul>

		<ul style="list-style-type: none"> <li>Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>
<b>NEW LIFE</b>	To hear & live the Easter message	<ul style="list-style-type: none"> <li>What you do when life is difficult</li> <li>The experience of good news bringing life and happiness.</li> <li>How the power of the Holy Spirit helps Christians today</li> </ul>
<b>BUILDING BRIDGES</b>	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> <li>What makes friendships strong?</li> <li>How decisions about friendship are informed by beliefs and values.</li> <li>How friendships are built</li> <li>How friendships may be restored when they have been broken</li> <li>Sin and the importance of examining of your conscience</li> <li>The greatest commandment, love of God and others</li> <li>The meaning of contrition and of absolution</li> <li>Forgiveness of others</li> </ul>
<b>GOD'S PEOPLE</b>	Different saints show people what God is like.	<ul style="list-style-type: none"> <li>What makes a person do extraordinary things?</li> <li>How ordinary people do extraordinary things.</li> <li>The qualities you admire in others</li> <li>How true happiness can be found</li> <li>How you can do extraordinary things</li> </ul>

<b>YEAR 5</b>		
<b>OURSELVES</b>	Created in the image and likeness of God	<ul style="list-style-type: none"> <li>Talents and qualities, you admire in others</li> <li>Your own talents and qualities and how you use them</li> <li>Identify qualities in anyone else</li> <li>How talents and qualities are developed.</li> </ul>

		<ul style="list-style-type: none"> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>
<b>LIFE CHOICES</b>	Marriage, commitment and service	<ul style="list-style-type: none"> <li>• The ingredients of a good friendship</li> <li>• What fidelity means and how it applies to friendship</li> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship?</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What it means to be committed</li> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul>
<b>HOPE</b>	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things.</li> <li>• Why waiting is a mystery</li> <li>• How you can best use the time you spend waiting and what might help you</li> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between <i>hope</i> and <i>expect</i></li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul>



<b>MISSION</b>	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission?</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>
<b>MEMORIAL SACRIFICE</b>	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> <li>• Why memories are important</li> <li>• How it is possible to keep important memories alive</li> <li>• About sacrifice in daily life</li> </ul>
<b>SACRIFICE</b>	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>
<b>TRANSFORMATION</b>	Celebration of the Spirit's transforming power	<ul style="list-style-type: none"> <li>• How people can use the energy of their minds for the good of others.</li> <li>• How people can use time and physical energy for the well being of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li> <li>• How we can use the energy from the earth's resources in a fair and sustainable way.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>
<b>FREEDOM &amp; RESPONSIBILITY</b>	Commandments enable Christians to be free & responsible	<ul style="list-style-type: none"> <li>• What freedom parents have a right to</li> <li>• What freedom children have a right to.</li> </ul>

		<ul style="list-style-type: none"> <li>• What is responsible and irresponsible behaviour.</li> <li>• How rules can bring freedom</li> <li>• How people know the boundaries that their personal freedom gives them.</li> <li>• How freedom and responsibility are linked.</li> <li>• How people's perception of what their freedom allows may conflict with the expectation of others.</li> <li>• The importance of The Ten Commandments for Christians today.</li> <li>• How the Beatitudes show us a positive way of life.</li> <li>• Jesus teaching on the greatest commandments, love of God and others.</li> </ul>
<b>STEWARDSHIP</b>	The Church is called to stewardship of Creation	<ul style="list-style-type: none"> <li>• What I really care about?</li> <li>• Showing concern for what I care for</li> <li>• The meaning of stewardship</li> <li>• Understanding the wonders of God's creation</li> <li>• People are made in the image and likeness of God</li> <li>• Christians can be good stewards.</li> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> <li>• The importance of ecology</li> </ul>

YEAR 6		
<b>LOVING</b>	God who never stops loving	<ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> <li>• What it means to be truly loving</li> <li>• How people show unconditional love to others</li> </ul>

		<ul style="list-style-type: none"> <li>• The beliefs and values which have inspired and influenced you to be loving?</li> <li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</li> <li>• The challenge these passages present to Christians.</li> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means.</li> <li>• By living in God's way, as Jesus showed us, we can grow in love.</li> </ul>
<b>VOCATION AND COMMITMENT</b>	The vocation of priesthood and religious life	<ul style="list-style-type: none"> <li>• What it means to be committed?</li> <li>• Why people are committed?</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction</li> </ul> <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>
<b>EXPECTATIONS</b>	Jesus born to show God to the world	<ul style="list-style-type: none"> <li>• The expectations you have of yourself</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down?</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting.</li> <li>• The meaning of Advent</li> </ul>
<b>SOURCES</b>	The Bible, the special book for the Church	<ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books.</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>

<b>UNITY</b>	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul>
<b>DEATH &amp; NEW LIFE</b>	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> <li>• The affect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>
<b>WITNESSES</b>	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> <li>• Examples of modern witnesses</li> <li>• The witness of a local charity,</li> </ul>
<b>HEALING</b>	Sacrament of the Sick	<p>Showing compassion and care for those who are ill</p> <p>Our attitude towards those people are ill in their minds</p> <p>Helping, caring and understanding those with a learning disability.</p> <ul style="list-style-type: none"> <li>• What gives a person comfort when they are very ill</li> <li>• Why people give time and commitment to caring for others</li> <li>• Why we care for the sick</li> <li>• The Sacrament of Anointing brings comfort to those who are sick</li> <li>• The Christian responsibility for caring for these in need</li> </ul>
<b>COMMON GOOD</b>	Work of Christians for the good of all	<p>How we build a fair and just world</p> <p>The difference between fairness and justice, unfairness and injustice</p>

		<p>Helping to promote the dignity and common good of one another</p> <p>Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"><li>• The ways we can act justly, love tenderly and walk humbly with God</li><li>• How Christians can work for the common good</li><li>• Something about Catholic Social Teaching</li></ul>
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## **Appendix 3**

### **Statutory Science Curriculum**

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

#### **In Key Stage 1 children learn:**

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

#### **In Key Stage 2 children learn:**

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

**Appendix 4**  
**A Journey in Love - Year Group Overview**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Nursery and Reception (EYFS)</b> <b>Journey in Love</b>	<b><i>Wonder at God's Love</i></b> <b>Aim -To explore the wonder of being special and unique.</b> <i>Learning Intention: To recognise the joy of being a special person in my family.</i>	<b><i>Wonder at God's Love</i></b> <b>Aim -To explore the wonder of being special and unique.</b> <i>Learning Intention: To recognise that we are all different and unique.</i>	<b><i>Wonder at God's Love</i></b> <b>Aim -To explore the wonder of being special and unique.</b> <i>Learning Intention: To celebrate the joy of being a special person in God's family.</i>
<b>Year 1</b> <b>A Journey in Love Programme</b>	<b><i>We Meet God's Love in Our Family</i></b> <u><i>Social and Emotional</i></u> <i>Learning Intention: To recognise signs that I am loved in my family.</i>	<b><i>We Meet God's Love in Our Family</i></b> <u><i>Physical</i></u> <i>Learning Intention: To recognise how I am cared for and kept safe in my family.</i>	<b><i>We Meet God's Love in Our Family</i></b> <u><i>Spiritual</i></u> <i>Learning Intention: To celebrate ways that God loves and cares for us.</i>
<b>Year 2</b> <b>A Journey in Love Programme</b>	<b><i>We Meet God's Love in the Community</i></b> <u><i>Social and Emotional</i></u> <i>To recognise the joy and friendship of belonging to a diverse community.</i>	<b><i>We Meet God's Love in the Community</i></b> <u><i>Physical</i></u> <i>Learning Intention: To describe ways of being safe in communities.</i>	<b><i>We Meet God's Love in the Community</i></b> <u><i>Spiritual</i></u> <i>Learning Intention: To celebrate ways of meeting God in our communities.</i>
<b>Year 3</b> <b>A Journey in Love Programme</b>	<b><i>How we Live in Love</i></b> <u><i>Social and Emotional</i></u> <i>Learning Intention: To describe and give reasons of how friendships make us feel happy and safe.</i>	<b><i>How we Live in Love</i></b> <u><i>Physical</i></u> <i>Learning Intention: To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</i>	<b><i>How we Live in Love</i></b> <u><i>Spiritual</i></u> <i>Learning Intention: To celebrate the joy and happiness of living in friendship with God and others.</i>
<b>Year 4</b> <b>A Journey in Love Programme</b>	<b><i>God Loves Us in Our Differences</i></b> <u><i>Social and Emotional</i></u> <i>Learning Intention: To describe how we all should be accepted and respected.</i>	<b><i>God Loves Us in Our Differences</i></b> <u><i>Physical</i></u> <i>Learning Intention: To describe how we should treat others making links with the diverse modern society we live in.</i>	<b><i>God Loves Us in Our Differences</i></b> <u><i>Spiritual</i></u> <i>Learning Intention: To celebrate the uniqueness and innate beauty of each of us.</i>
<b>Year 5</b> <b>A Journey in Love Programme</b>	<b><i>God Love Us in Our Changing and Developing</i></b> <u><i>Social and Emotional</i></u> <i>Learning Intention: To show knowledge and understanding of emotional relationship changes as we grow and develop.</i>	<b><i>God Love Us in Our Changing and Developing</i></b> <u><i>Physical</i></u> <i>Learning Intention: To show knowledge and understanding of the physical changes in puberty.</i>	<b><i>God Love Us in Our Changing and Developing</i></b> <u><i>Spiritual</i></u> <i>Learning Intention: To celebrate the joy of growing physically and spiritually</i>
<b>Year 6</b> <b>A Journey in Love Programme</b>	<b><i>The Wonder of God's Love in Creating New Life</i></b> <u><i>Social and Emotional</i></u> <i>Learning Intention: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</i>	<b><i>The Wonder of God's Love in Creating New Life</i></b> <u><i>Physical</i></u> <i>Learning Intention: Explain how human life is conceived.</i>	<b><i>The Wonder of God's Love in Creating New Life</i></b> <u><i>Spiritual</i></u> <i>Learning Intention: Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</i>

## Appendix 5

### No Outsiders (Everyone is Welcome) - Spiritual, Moral, Social and Cultural Development- Long Term Curriculum Overview

	<u>Autumn1</u>	<u>Autumn2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>EYFS</b>	You Choose By Nick Sharrat and Pippa Goodhart  To say what I think.	Red Rocket and Rainbow Jelly By Sue Heap and Nick Sharrat To understand that it is ok to like different things.	Blue Chameleon By Emily Gravett  To make friends with someone different.	The Family Book By Todd Parr  To understand that all families are different	Momma, Mamma and Me Check Age By Leslea Newman and Carole Thompson To celebrate my family.	Misconceptions and additional areas of 'Equality' to be explored.
<b>Receptio n</b>	The Family Book by Todd Parr To understand that all families are different	You Choose By Nick Sharrat and Pippa Goodhart To say what I think.	Momma, Mamma and Me Check Age By Leslea Newman and Carole Thompson To celebrate my family.	Blue Chameleon By Emily Gravett To make friends with someone different.	Red Rocket and Rainbow Jelly By Sue Heap and Nick Sharrat To understand that it is ok to like different things	Misconceptions and additional areas of 'Equality' to be explored.
<b>Y1 /2 Cycle A</b>	Elmer By David McKee  To like the way I am.	Blown Away By Rob Biddulph  To be able to work with everyone in my class.	How to Babysit a Grandad By Jean Reagan To recognise that people are of different ages.	Just Because By Rebecca Elliott  To feel proud of being different.	The First Slodge By Jeanne Willis  To understand how we share the world.	Misconceptions and additional areas of 'Equality' to be explored.
<b>Y1 /2 Cycle B</b>	The Great Big Book of Families By Marry Hoffman To understand what diversity is.	Ten Little Pirates By Mike Brownlo and Simon Rickety To play with boys and girls.	The Old Egg By Emily Gravett  To understand what makes someone feel proud	Max the Champion By Sean Stockdale  To understand that our bodies work in different ways.	My World, Your World By Melanie Walsh  To understand that we share the world with lots of people.	Misconceptions and additional areas of 'Equality' to be explored.
<b>Y3/4 Cycle A</b>	Oliver By Borgitta Sif  To understand how difference can affect someone.	King and King Stern Nijland and Linda De Haan To understand why people choose to get married.	The Flower By John Light  To ask questions.	Red - A Crayon Story By Michael Hall  To be who you want to be.	Beegu By Alexis Deacon  To be welcoming	Misconceptions and additional areas of 'Equality' to be explored.
<b>Y3/4 Cycle B</b>	Dogs Don't Do Ballet By Anna Kemp To know when to be assertive.	This is Our House By Michael Rosen To understand what 'discrimination' means.	The Way Back Home By Oliver Jeffers To overcome language as a barrier.	The Hueys in the New Jumper By Oliver Jeffers To use strategies to help someone who feels different.	Two Monsters By David McKee To find a solution to a problem.	Misconceptions and additional areas of 'Equality' to be explored.
<b>Y5/6 Cycle A</b>	Dreams of Freedom By Amnesty International To recognise my freedom.	Where the Poppies Grow By Hilary Robinson and Martin Impey To learn from our past.	The Artist Who Painted A Blue Horse By Eric Carle To appreciate artistic freedom.	Love You Forever By Robert Munsch  To consider how my life may change as I grow up.	My Princess Boy By Cheryl Kilodavis and Suzannw DeSimone To promote diversity.	Misconceptions and additional areas of 'Equality' to be explored.



<b>Y5/6 Cycle B</b>	<i>How to Heal A Broken Wing</i> By Bob Graham <b>To recognise when someone needs help</b>	<i>The Whisperer</i> By Nick Butterworth <b>To stand up to discrimination.</b>	<i>The Island</i> By Armin Greder <b>To challenge the causes of racism.</b>	<i>Rose Blanche - Be Cautious</i> handle sensitively - World War Topic By Ian McEwan <b>To justify my actions.</b>	<i>Tango Makes Three</i> By Peter Parnell and Justin Richardson <b>To accept people who are different from me</b>	<b>Misconceptions and additional areas of 'Equality' to be explored.</b>
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## Appendix 6

### PSHE Year Group Overview (Cycle A)

<b>Cycle A</b>	<b>Autumn Term</b>			<b>Spring Term</b>			<b>Summer Term</b>		
<b>NURSERY</b>	Select and use activities and resources, with help when needed. Play with the equipment in their new classroom.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important.	Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in social situations. Visitors.	Play with one or more children, extending and elaborating play ideas.	Find solutions to conflicts and rivalries. Show care and love to others.	Understand gradually how others may be feeling. Good news puppets.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Be good friends. Being sorry and forgiving. Stories about friends.	Develop their sense of responsibility and membership of a community. Senses walk. Visits to Reception class in small groups. Transition. Fair trade.
<b>RECEPTION</b>	<b>See themselves as a valuable individual</b> Chn can describe how they are different. Does it matter?	<b>Express their feelings and consider the feelings of others.</b> Re-enact Baptism	<b>Recognise that people have different beliefs and celebrate special times in different ways.</b> Other faiths	<b>Build constructive and respectful relationships</b>	<b>Identify and moderate their own feelings socially and emotionally</b> Read The Colour Monster	<b>Develop their sense of responsibility and membership of a community.</b> CAFOD website Grow it, Love it, Respect it".	<b>Think about the perspectives of others</b> Read The Rainbow Fish Saying sorry and being forgiven.	Visits to new class in small groups. Transition booklets Awe and Wonder questions related to 'Our World'	
	Show resilience and perseverance in the face of challenge (ongoing)								
	Manage their own needs (ongoing)								

<u>Cycle A</u>	Autumn Term			Spring Term			Summer Term		
	Health and Wellbeing	Relationships  Social and Emotional	Living in the Wider World	Health and Wellbeing	Relationships  Physical	Living in the Wider World	Health and Wellbeing	Relationships  Spiritual	Living in the Wider World
<b>Year One and Year Two</b>	Using the Internet Safely	<p><u>Year 1</u></p> <p>Recognise signs that I am loved in my family. (Being special and unique).</p> <p><u>Year 2</u></p> <p>Joy and friendship of belonging to a diverse community.</p> <p>Link to Everyone's Welcome 'Ten Little Pirates - To play with boys and girls.</p> <p>Anti-Bullying Week</p>	<p>Diversity - Respecting Each Other – Similarities and Differences</p> <p>Exploring the Protected Characteristics.</p>	<p>Senses – road safety</p>	<p><u>Year 1</u></p> <p>Recognise signs that I am cared for and kept safe in my family.</p> <p><u>Year 2</u></p> <p>Being safe in communities.</p>	<p>Help to Look After the Environment - Recycling – Responsible Citizens</p>	Sun Safety	<p><u>Year 1</u></p> <p>Celebrate ways that God loves and cares for us.</p> <p><u>Year 2</u></p> <p>Meeting God in our communities.</p>	<p>My Family and Other Animals</p> <p>Similarities and Differences</p> <p>Transition</p>
<b>Year Three and Year Four</b>	Rules of the Internet	<p><u>Year 3</u></p> <p>How friendships make us feel happy and safe.</p> <p><u>Year 4</u></p> <p>Being accepted and respected.</p> <p>Links to Everyone's Welcome 'This is Our House' To understand what 'discrimination' means</p> <p>Anti-Bullying Week</p>	<p>A Diverse Community – Valuing Diversity</p> <p>Benefits of living in a diverse community</p> <p>Exploring the Protected Characteristics</p>	<p>Managing setbacks and perceived failures – Reframing unhelpful thinking</p>	<p><u>Year 3</u></p> <p>Repairing and strengthening friendships.</p> <p><u>Year 4</u></p> <p>How to treat others in a modern and diverse society.</p>	<p>Help to Look After the Environment – Recycling, Reducing and Reusing</p> <p>School Eco Council</p>	<p>Personal Identity - What contributes to who we are? (Ethnicity, gender, faith, culture, hobbies, likes and dislikes).</p> <p>Also link to personal qualities</p>	<p><u>Year 3</u></p> <p>Joy and happiness of living in friendship with God and others.</p> <p><u>Year 4</u></p> <p>Celebrating uniqueness and innate beauty of each of us.</p>	<p>Transition – Preparing to move to a new class and year group.</p>
<b>Year Five</b>	Rules for personal internet	<u>Year 5</u>	Diversity and	Building Self-esteem	<u>Year 5</u>	Stereotypes and Media	Body Image	<u>Year 5</u>	Transition Respons

<b>and Year Six</b>	safety, including social media and search engines.	Emotional relationship changes as we grow and develop.  <u><b>Year 6</b></u>  Stable and caring relationships at the heart of a happy family.  Link to Everyone's Welcome – 'How to Heal A Broken Wing' - To recognise when someone needs help  Anti-Bullying Week	Differenc e  Different Types of Discrimin ation  Protected Character istics	and confidence	Physical changes in puberty.  Hygiene  <u><b>Year 6</b></u>  How human life is conceived.	Prejudices – Discrimina tive behaviours	Skin – Hygiene Self- esteem  Importanc e of Sleep	The joy of growing physically and spiritually.  <u><b>Year 6</b></u>  How being made in the image and likeness of God informs decisions and actions when building relationships	ibilities that increasi ng independ ence brings
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**Appendix 7**  
**PSHE Year Group Overview (Cycle B)**

Cycle B	Autumn Term			Spring Term			Summer Term		
<b>NURSERY</b>	Select and use activities and resources, with help when needed. Play with the equipment in their new classroom.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important.	Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in social situations. Visitors.	Play with one or more children, extending and elaborating play ideas.	Find solutions to conflicts and rivalries. Show care and love to others.	Understand gradually how others may be feeling. Good news puppets.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Be good friends. Being sorry and forgiving. Stories about friends.	Develop their sense of responsibility and membership of a community. Senses walk. Visits to Reception class in small groups. Transition. Fair trade.
<b>RECEPTION</b>  Show resilience and perseverance in the face of challenge (ongoing)  Manage their own needs (ongoing)	See themselves as a valuable individual Chn can describe how they are different. Does it matter?	Express their feelings and consider the feelings of others. Re-enact Baptism	Recognise that people have different beliefs and celebrate special times in different ways. Other faiths	Build constructive and respectful relationships	Identify and moderate their own feelings socially and emotionally Read The Colour Monster	Develop their sense of responsibility and membership of a community. CAFOD website Grow it, Love it, Respect it".	Think about the perspectives of others Read The Rainbow Fish Saying sorry and being forgiven.	Visits to new class in small groups. Transition booklets Awe and Wonder questions related to 'Our World'	

Cycle B	Autumn Term			Spring Term			Summer Term		
	Health and Wellbeing	Relationships  Social and Emotional	Living in the Wider World	Health and Wellbeing	Relationships  Physical	Living in the Wider World	Health and Wellbeing	Relationships  Spiritual	Living in the Wider World  Rule of Law Democracy
Year One and Year Two	Healthy Eating, Exercise and Sleep	<p><b>Year 1</b> Recognise signs that I am loved in my family.</p> <p><b>Year 2</b> Joy and friendship of belonging to a diverse community.</p> <p>Link to Everyone's Welcome 'Ten Little Pirates' - To play with boys and girls.</p> <p>Anti-Bullying Week – Including Staying Safe Online including age restrictions.</p> <p>Life Processes in Science</p>	Respecting Each Other - British Values - Mutual Respect and Tolerance	<p>Staying Safe at Home and Outside Storage of medicines Responding to emergency situations 999</p>	<p><b>Year 1</b> Recognise signs that I am cared for and kept safe in my family.</p> <p><b>Year 2</b> Being safe in communities.</p>	<p>Roles and Responsibilities</p> <p>People Who Have Made a Difference. Different Jobs that People Do. People have different strengths Jobs that keep us safe</p> <p>Jobs help people to earn money to pay for things.</p>	<p>Personal Hygiene - Bacteria and viruses Dental Hygiene</p>	<p><b>Year 1</b> Celebrate ways that God loves and cares for us.</p> <p><b>Year 2</b> Meeting God in our communities.</p>	<p>Rules that Keep Us Safe. Personal Responsibilities</p> <p><b>British Values:</b> Rule of Law</p> <p>Transition – Link to Swap Day</p>
Year Three and Year Four	Digestion and Teeth – Links to Science Oral Health and Hygiene	<p><b>Year 3</b> How friendships make us feel happy and safe.</p> <p><b>Year 4</b> Being accepted and respected.</p> <p>Links to Everyone's Welcome This is Our House' To understand what 'discrimination' means</p> <p>Anti-Bullying Week – Including Staying Safe Online including importance of age restrictions.</p>	<p><b>Respectful Behaviour British Values:</b> Mutual Respect, Tolerance and Rule of Law</p>	<p>How to Respond in Emergency Situations – Basic first aid for common injuries</p> <p>Firework Safety Road Safety</p>	<p><b>Year 3</b> Repairing and strengthening friendships .</p> <p><b>Year 4</b> How to treat others in a modern and diverse society.</p>	Money – How it's used Decision Making Budgeting	Drugs Smoking Respiration and Circulation	<p><b>Year 3</b> Joy and happiness of living in friendship with God and others.</p> <p><b>Year 4</b> Celebrating uniqueness and innate beauty of each of us.</p>	<p>Rights and Responsibility</p> <p>Transition – Link to Swap Day</p>

<b>Year Five and Year Six</b>	Eating Habits – Impact of the media Fitness and Mental Health Screen Use	<p><b><u>Year 5</u></b>  Emotional relationship changes as we grow and develop.</p> <p><b><u>Year 6</u></b>  Stable and caring relationships at the heart of a happy family.</p> <p>Link to Everyone's Welcome – 'How to Heal A Broken Wing' - To recognise when someone needs help  Anti-Bullying Week – Including Staying Safe Online including importance of age restrictions.</p>	<p><b>Different forms of Discrimination.</b></p> <p><b>British Values:</b>  Mutual Respect and Tolerance and Rule of Law</p>	<p><b>Risks and Hazards in the Environment – Link to Crucial Crew Event</b></p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p><b><u>Year 5</u></b>  Physical changes in puberty.  Hygiene</p> <p><b><u>Year 6</u></b>  How human life is conceived.</p>	<p>Money and Emotional Wellbeing</p> <p>Being a critical consumer</p> <p>Different types of jobs including salaries.</p> <p>Explore personal goals and aspirations .</p>	<p>Diet and Exercise  Drugs and lifestyle (illegal and legal) on body function. Including Vapes.  Laws surrounding use of drugs.  Why people choose to take drugs.  Habits and the media  Support services to help those who take drugs.  Age Restrictions</p>	<p><b><u>Year 5</u></b>  The joy of growing physically and spiritually.</p> <p><b><u>Year 6</u></b>  How being made in the image and likeness of God informs decisions and actions when building relationships</p>	<p>Social, Local and National Democratic Procedures.  <b>British Values:</b>  Individual Liberty and Rule of Law</p> <p>Transition – Link to Swap Day</p>
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## Appendix 8

### Science Overview (Cycles A and B)

#### Topics highlighted in yellow link with PSHE and RSE)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery and Reception follow the Early Years Foundation Curriculum (Topics in Early Years are based on the themes taken from their RE Curriculum. Further information can also be found on the EYFS Memorable Learning Documents) Y1 to Y6 follow the National Curriculum						
NURSERY	Changes since a baby Sensory Materials		Looking after our teeth - Healthy Eating Living things Animal life cycle Plants Super hero Science		Forces we can feel  Materials – similarities and differences Magnets and metal detectors	
RECEPTION	All about me Healthy living	Seasonal Changes Do you want to build a snowman?	Light and Dark Teeth	Windy weather Cafod Grow it, Love it, Respect it Lifecycles	Seasonal walk Materials and their properties	
Y1 /2 Cycle A	Animals Including Humans		Plants		Use of Everyday Materials Charles Macintosh	
	Seasonal Changes ongoing – Autumn1, summer to autumn. Autumn 2 Autumn to winter, Spring 1 Winter to spring, Summer 1 Spring to Summer					
Y1 /2 Cycle B	Animals Including Humans		Everyday Materials		Living things and their habitats	
	Plants to be taught throughout the year					
Y3/4 Cycle A	Rocks Mary Anning	Animals including humans (nutrition)	Forces & Magnets		Light (reflection and shadows)	Sound
Y3/4 Cycle B	State of Matter (Solid, liquids & gases Water cycle)	Animals including Humans (digestion and teeth)	Plants		Electricity	Living things and their habitats (Classification)
Y5/6 Cycle A	Electricity	Animals including Humans (ageing)	Evolution & Inheritance Charles Darwin		Forces Isaac Newton	Living Things & Their Habitats (Classification) Carl Linnaeus
Y5/6 Cycle B	Earth and Space	Living things & their habitats (life cycles) David Attenborough Jane Goodall	Properties and Changes of materials Spencer Silver		Animals including humans (health & circulation)	Light (how light travels in straight lines)





## Appendix 9

### Nursery Overview

Nursery Long Term Plan	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
TOPIC	Autumn		Winter		Traditional/Fairy Tales		Spring		Summer		Mega/Mini Beasts	
COME AND SEE	Family Myself	Belonging Welcome	Loving Birthday	Community Celebrating	Relating Gathering	Giving Growing	Serving Good News	Inter- relating Friends	World Our World			
All Are Welcome	You Choose By Nick Sharratt and Pippa Goodheart		Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt		Blue Chameleon by Emily Gravett		The Family Book by Todd Parr		Mommy Mama and Me by Leslea Newman and Carol Thompson			
Journey in Love Children begin to know and understand that they are part of the wonder of Gods love and creation.	Physical  Activities for children to focus on hands, eyes, faces and bodies. (See PSHE overview)		Social  Activities to encourage being friends together, taking turns and observing each other.		Emotional  Activities for children to discuss facial expressions and using mirrors to make happy and sad faces.		Intellectual  Activities to identify what makes them happy/sad.		Spiritual  Activities to encourage the Wonder of Gods world- people, animals, trees, land, seas.			
Personal, social and emotional development	Transition and separating from carers. All About Me books. Settling into school. Classroom routines and rules.	Being welcome and welcoming others. Reward system. Emotions and feelings.	Celebration assembly. Meet Santa. PSE games.	Welcome back to school party. Plan party, games etc. Celebrate busy books.	List what we do together, turn taking Be welcoming. Roll the ball PSE game.	Easter activities. Show care and love to others,	Holy Spirit. Good news puppets. Wow moments. Share floor book.	Be good friends. Being sorry and forgiving. Stories about friends.	Senses walk. Visits to Reception class in small groups. Transition. Fair trade.			
Communication and Language	Nursery Rhymes Stories about school. Making friends and playing with friends. Prayers	Bring Baptism photographs and discuss. Welcome stories.	Talk about favourite parties and celebrations. What you need for a celebration. Sing happy birthday.	Memories of parties and discuss photographs. PSE games.	Stories about team work. Chicken Licken story. Talk about our trip to Tesco and farm visit.	How we love each other and take care of each other. Discuss growth.	Play Chinese whispers. Share good news.	Discussion about good friends. Being friends of Jesus.	Our wonderful world and how we take care of it.			
Physical Development	Toileting. Self help skills	Handwashing. Gross motor movements. Tumble Tots Daily mile. PE 22-36 see MTP	Put on own coats. Tumble Tots Daily mile. PE 30-50 see MTP	Party games. Woodlands fire safety. Make own snack. PE 30-50 see MTP	Taking shoes on and off. Team games.	Woodlands and safety. Cutting skills. PE 30-50 see MTP	Seedlings. Looking after our bodies. PE 40-60 see MTP	Sports day practise. Dough disco. PE 40-60 see MTP	Woodlands fire. PE Dino moves 40-60 see MTP			
Literacy:- Reading and Writing	Finding and writing name cards. Gods Story books.  Good Enough Test	Welcome cards. Drawing pictures of their families.  Library visit.	Party invites and lists. Birthday, Nativity and Christmas books.	I reading when registering. Celebration cards.  Good Enough Test	Self registration name writing. Writing patterns. C&S story Happy Together.	Read Once there were Giants. Easter story.	Story The Little Egg. Sequencing. Draw good news.	The Rainbow Fish and Selfish Crocodile.  Good enough test.	A-Z photo pack. Draw what you love about our world.			

<b>Phonics</b>	Stories.	Stories.	Singing phonics. Tongue exercise.	Letters and Sounds phase 1.	Letters and Sounds phase 1.	Letters and Sounds phase 1.	Read Write Inc	Read Write Inc	Read Write Inc
Read Write Inc Prog exp (REC)			December:-Know Set 1 sound & can blend.	January:-Ditties			April:- Red		June:- Green
Storytime Read Write Inc	Owl Babies.	Funny Bones.	Guess How Much I love You.	The Tiger who came to Tea.	We're Going on a Bear Hunt.	Jaspers Beanstalk.	Peace at last.	The Little Red Hen.	The Very Hungry Caterpillar.
<b>Mathematics- Number</b>	Introducing to number. Counting and rhymes. Number stories. Boat assessment.	The value of numbers 1-5. Representing, finding, number rhymes and numicon.	The value of numbers 5- 10. Representing, finding, number rhymes and numicon. Birthdays and countdown to xmas.	Maths stories and ICT games.	Maths stories. ICT games.	Numicon. Matching numbers and quantity. Counting 1-1 and separating objects.	Big maths. Number formation. Representing numbers.	Comparing objects. Counting objects to 10, large group. More and fewer. Counting in 2's. Numicon.	Estimating. Finding totals, adding, subtracting. 1 more and less. Counting in 10's.
<b>Shape, space and measures</b>	Timetable	Time Categorise by shape and size/similarities.	Shows interest in shape and constructs/makes arrangements. Position.	2D Shapes. Hunt, match, name and feely bag. 3D shapes.	Sequence a typical day. Make shapes, pictures, construct and describe properties.	Time and measuring.	Money, mini shop.	Shape recap.	Patterns.
<b>Understanding the World</b>	Changes since a baby. Tour of school. Take pictures of themselves - IPAD	Sensory materials. Walk to see where church is and Baptism.	Where you were born and where Jesus was born. Baking party cakes.  <b>Xmas Trip</b>	Where we live and where Jesus is born. Beebots. Looking after our teeth.	Take photographs of us working together. Animals and babies.  <b>Tesco Trip Farm visit</b>	Chick time lapse. Planting. Superhero science and egg experiments. Nature trail. Bug habitats.	Happy holidays. FaceTime reception and teachers. Make wind toys.	Compare seasons. Barnaby Bear. Magnets and metal detectors. Healthy eating.  <b>Reptile visit</b>	Around the world. Human planet clips. Our environment.  <b>Visit local park</b>
<b>Expressive Arts and Design</b>	Singing songs and rhymes. Singing prayer and home time song. Drawing faces.	Baptism re-enactment of Baptism. Welcome sign for classroom.	Role play party and games. Prepare party items. Get ready for xmas- wreath, xmas cards etc.	Draw favourite celebrations. Celebration cards. Spring songs.	Gather songs and action rhymes. Play instruments together. Self portraits. Shop.	Farm small world. Sing Easter songs. Make banners. Easter activities.	Sing happy songs. Make windmills. Happy and sad faces.	Friendship songs. Friend paper chains. Draw a friend.	Make bug hotel. Collage using natural materials. Sing 'whole world'
<b>Homework</b>	All about me booklets to go home. Baby photographs.	Baptism pictures. Settling in views. Wow moments.	Homework books for home. Party pictures.	Teeth brushing at home.	Make a list of things you do together at home.	Name card and pen home. Story books to go home.	Wow moments, certificates and achievements.	Holiday pictures. Friends and family.	Help your environment. Take a seed home to look after.
<b>Other</b>	Phased start. First Day pictures for home. <b>BASELINE</b>	Identify intervention children. PARENTS EVENING.  <b>ASSESSMENT DATA</b>	Remembrance Day. Be safe week. Christmas party.	Possible new intake. Begin to practise Spring performance songs.	Pancake Day Mother's Day Chinese New Year Spring Performance. ROA  <b>ASSESSMENT DATA</b>	PARENTS EVENING.	Possible new intake. St Georges Day.	Sports Day  <b>ASSESSMENT DATA</b>	Party bus. Day of many colours. Whole school celebration. Transition Reports.

## Appendix 10

### Reception Overview

	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2
COME AND SEE	Topic 1 : Family: Myself	Topic 2 :Belonging: Welcome	Other Faiths	Topic 3: Loving: Birthday	Topic 4: Community : Celebrating	Topic 5: Relating: Gathering	Topic 6: Giving: Growing (LENT)  <b>*(EASTER)*</b>	Topic 7: Serving : Good News	Topic 8 : Inter-relating : friends	Topic 9: World : Our World
All Are Welcome	The Family Book by Todd Parr	Mommy Mama and Me by Leslea Newman and Carol Thompson		You Choose By Nick Sharratt and Pippa Goodheart			Blue Chameleon by Emily Gravett		Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt	My World, Your World
Journey in Love Reception LO:- Children know and understand that God has made them unique and that although we are different we are special to him  Do as Collective Worship	Physical Activities.  Chn to describe how they are different to the person next to them. Chn to understand that God has made them unique. We are all different but special to him.			Social Activities to discuss good qualities of a person and playing together  Name all good qualities of a person. Children to randomly choose a name from a box.		Spiritual Activities  Read the story "Jesus welcomes the little children".  Read the story 'Jesus makes the children welcome.' Link to C&S	Emotional Activities to discuss how you feel about your friend.  Do you have friends in school and home? Chn to say one thing about person they sit next to. "You are good at..."  How do I show love and care for others who are not my special friends?		Intellectual Activities to describe a good friend.  Read the Rainbow Fish Each child makes a rainbow fish scale to create a class fish for display.  Read and role play The Good Samaritan	
PSED	Chn to describe how they are different. Does it matter if they are different?  Finding peg Keyworker groups	Express signs of welcome.  We Welcome You song, for register.  Emotion faces chart- Link to ICT/ART	Judaism Sikhism (Year B- Hinduism Islam)	Invite a new mum into school. Talk about how they get ready for the birth. Suitable objects eg nappy, bottle etc How did they celebrate?	Tray game Party games/ turn taking musical chairs	Circle games - what we do together. Play Farmers in his Den.	CAFOD website Grow it, Love it, Respect it".  Heart shapes scribing love	Good News board - collection of items to share 'Good News'.  Chn to use facial	Make paper chain teddies of friendship.  Sharing games - Teddy's Bears picnic Football, snap, catch ,  Farmers in his den.	Visits to new class in small groups.  Transition booklets  Awe and Wonder questions related to 'Our World'  <b>*(TRANSITIONS)*</b>

	Morning/ Lunch and sometime prayer. Circle games (My name is) WOW moments Treasure chest Who is in the Circle? Sing If I were a Butterfly	Re-enact Baptism		Circle time - pass Mary and Joseph around sharing how the children think these figures from the Nativity are waiting for the birth of Jesus.				expressions and actions to show how the friends of Jesus' feelings changed in relation to Pentecost.	Saying sorry and being forgiven.	
Physical Development Reception	SELF HELP SKILLS  Cosmic Kids Yoga	SELF HELP SKILLS  Cosmic Kids Yoga/ Write Dance	WRITE Dance  TWINKL GAMES  BIKEABILITY	WRITE dance  TWINKL GAMES  BIKEABILITY	TWINKL GYMNASTICS	TWINKL GYMNASTICS	TWINKL DANCE  Also dance to represent growing seeds, emphasise conditions for growth.	TWINKL DANCE  Use streamers made during Pentecost	TWINKL ATHLETICS	TWINKL ATHLETICS  Litter Pickers
Story time Read Write Inc	Owl Babies  Guess how much I love you  *(THE THREE BILLY GOATS GRUFF)*	Goldilocks and the Three Bears  Also Hist book  A chair for baby bear  *(GOLDILOCKS AND THE THREE BEARS)*	Funnybones  Meg and Mog  Spinderella (Maths language of number)  *(THE THREE LITTLE PIGS)*	Dear Zoo  The Snail and the whale  *(THE GIANT TURNIP)*	There was an old lady who swallowed a fly  There's a monster in your book  *(FOX'S SOCKS)*	The Gruffalo  We're Going on a Bear hunt  *(THE LITTLE DUCK)*	The Very Hungry Caterpillar  Avocado Baby  Linked to Science/PD  *(LITTLE RED RIDING HOOD)*	Peace at Last  Mr Gumpys Outing  *(THE EMPERORS NEW CLOTHES)*	The Tiger Who Came to Tea  The Rainbow Fish	Each Peach Pear Plum
Communication and Language	Stories Hairy Maclary  Starting School stories.  Nursery Rhymes	Bring Baptism photographs and discussions about own Baptisms.	Other Faiths	Sing Happy Birthday Discussion of what we need to celebrate.  Hail Mary	Discussion of what a celebration is and how we celebrate it.		Go on a nature trail. Small world farm. Animals and their babies- "A baby cow is called a...."	Where is the wind - story  Play Chinese Whispers  Sharing Good News	Discussion about what qualities make a good friend.  Letter to Jesus asking him to help them be a good friend.	Discussions and visits to new teacher in Year 1.  Wonder Wall - Ask chn to contribute and share what they wonder about the world. Adult to scribe on bricks if needed.

	<p>Photographs of family and discuss eye colour /hair colour/ differences.</p> <p><a href="#">Link to JOL/Maths</a></p>				<p>Memories of parties and discuss photographs.</p> <p>Parish family- what do they know about church.</p>		<p>I can identify changes between me as a baby and me now.</p>		<p>Friendship cards</p> <p>Words to describe a good friend</p>	<p>Fairtrade</p> <p>Why do we need to care for the world?</p> <p>Climate change</p>
<p>Literacy:- Reading and Writing</p>	<p>Hairy Maclary from Donaldsons Dairy</p> <p>Writing name cards</p> <p>Good Enough Test</p> <p>Chn to draw/ write a person that is special to them. <a href="#">Link to Come and See.</a></p>	<p>Story "A Chair for Baby Bear"</p> <p>LINK TO HIST</p> <p>Story : 'All are welcome'</p> <p>Welcome signs</p> <p>Drawing pictures of their families</p>	<p>Meg and Mog</p> <p>Halloween potion</p>	<p>Sequencing the Nativity story</p> <p>Christmas cards</p>	<p>On balloon shape write parts of celebration</p> <p>Captions with photos of artefacts from church</p> <p>Thank you letters to Priest</p>	<p>Chicken Licken story</p> <p>Writing names around Jesus welcomes little chn.</p> <p>Making welcome to our church poster</p>	<p>Look at books/ pictures / songs linked to growth.</p> <p>Read <i>Once there were Giants.</i></p> <p>Easter story</p>	<p>Read the story "The Little Egg"</p> <p>Read The Jolly Postman.</p> <p>Write an invitation to a party</p> <p>Read Rosie's Hat link to geography.</p>	<p>Read "The Selfish Crocodile"</p> <p>The Snow Child</p> <p>Paper Dolls</p> <p>Writing in speech bubbles how we feel.</p> <p>Draw pictures of friends.</p>	<p>Following trip to Taylor Park - writing.</p> <p>Transition booklet- photographs, writing and drawings for new teacher.</p> <p>Good Enough Test</p> <p>Phonics Screening</p>
<p>Read Write Inc</p>	<p>Read Write Inc ENTRY Assessment</p> <p>Reading packs with Sound Blending 1 books and story books</p> <p>READ WRITE INC TTYP/ MTYT</p>	<p>Read Write Inc Assessment 1</p>		<p>Read Write Inc Assessment 2</p>		<p>Read Write Inc Assessment 3</p>		<p>Read Write Inc Assessment 1</p>		<p>Read Write Inc Nursery Assessment</p>

	1,2,3 hand signals  Oral blending and pinny time									
Read Write Inc Progress expectations				December:-Know Set 1 sounds and can blend.	January:- Ditties			April:- Red		June:- Green
Mathematics- Number and Shape, space and measures  <b>WHITE ROSE PLANNING</b>	<b>BASELINE ASSESSMENT</b>  WRP(A 1 2 3)  Sequencing daily timetable  Counting rhymes and songs.  Counting how many girls/ boys in class. Make picture graph of eye colour. <b>Link to JOL</b>  <b>*(EARLY MATHS EXPERIENCES)*</b>	<b>NUMBERS;COUNTING AND RECOGNITION (A 4 5 6)</b>  <b>*(NUMBERS WITHIN 6)*</b>	<b>NUMBERS; ADDITION AND SUBTRACTION (A 10 11 12)</b>  <b>*(NUMBERS WITHIN 10)*</b>	<b>NUMBERS; COUNTING AND RECOGNITION (SP 1 2 3)</b>  Create a birthday board with months of year.	<b>ASSESSMENT NUMBERS ADDITION AND SUBTRACTION (7 8 9)</b>  <b>*(ADDITION AND SUBTRACTION WITHIN 6)*</b>	<b>NUMBERS: COUNTING AND RECOGNITION (SU 1 2)</b>	<b>NUMBERS: DOUBLING, HALVING AND SHARING ( SU 5 6 7)</b>  ADDITION AND SUBTRACTION (SU 3 4)  <b>*(GROUPING AND SHARING) (ADDITIONAL AND SUBTRACTION WITHIN 10 ) (DOUBLING AND HALVING)*</b>	<b>NUMBERS; DOUBLING, HALVING AND SHARING ( SU 5 6 7)</b>  RECAP NUMBERS TO 20  <b>*(NUMBERS WITHIN 20)*</b>	<b>ASSESSMENT</b>  <b>*(DEPTH OF NUMBERS WITHIN 20)*</b>	<b>TIME FOR CONSOLIDATION, GAP FILLING, SEASONAL ACTIVITIES, ASSESSMENTS</b>  <b>*(NUMBERS BEYOND 20)*</b>

Shape, space and measures		SHAPE, SPACE AND MEASURES; 2D SHAPE. (A 7 8)	SHAPE, SPACE AND MEASURE; MONEY (A 9 )	SHAPE, SPACE AND MEASURES SIZE, WEIGHT AND CAPACITY (SP 4 5 6)	SHAPE, SPACE AND MEASURE S: 3D SHAPES (SP 10 11)  TIME (SP 12)	POSITION AND DIRECTION (SU 8 9 10)	SHAPE, SPACE AND MEASURES: 3D SHAPES (SP 10 11)	ASSESSMENT	ASSESSMENT	
Trips / External visitors		Trip to Church to see Baptismal Font	Visit from Nurse/ police officer. Keeping safe	Trip to Pantomime	Trip to Church (Treasure hunt of Church artefacts) Visit from Dylan's Reptiles??		Trip to Windmill/Acorn farm	Trip to Underwater Street  ?????		Trip to Taylor Park
UTW People and Communities	Our School Meet and Greet the staff  *(ME)*	Meet Father Tom  *(MY FAMILY)* *(AUTUMN)* *(DIWALI)*	*(BONFIRE NIGHT)*	Christmas-Nativity story  *(CHRISTMAS STORY)* *(BIRTHDAY)*	Mary and Joseph take Jesus to the Temple.  *(WINTER HOT AND COLD)*	Possible visit from altar server.	Trip to Acorn Farm or visit from  *(GROWING BABIES)* *(ON THE FARM-GROWING ANIMALS)*	Celebration of Pentecost  *(SPRING)*		CAFOD website - countries and communities around the world.  Little Human Planet
UTW SCIENCE SKILLS FOCUS	Compare eye colour. Answer questions using data.  Link with Maths/JOL	Healthy Living Germ/soap experiment  *(HEALTHY EATING)*		Snow / ice melting Thermal snowmen  Predicting	Dark box or bag and shine torch into it and see what a difference it makes. Link to come and see. Shadow puppets	Investigating environmental sound  Link with ICT data loggers	Planting cress - different pots conditions for growth Observe changes and record what happens. Link to come and see.  *(GROWING PLANTS)*	Senses - link to other things that we can't see, like heat or cold. Think of the senses and the things that we can taste, smell and hear.	The Rainbow Fish - science experiment  'Will the rainbow fish sparkle at the bottom of the sea.'  Working Scientifically  Making Predictions Testing Ideas	Link to History  Looking closely at similarities, differences, patterns and change in relation to seasons and weather.  *(AT THE BEACH)*



					Reflective materials			Link to come and see story 'Where is the Wind.'	*(FLOAT AND SINK)*	
<p>UTW HISTORY SKILLS FOCUS</p> <p>Using plans from Historical Association</p>	<p>Photos of chn's families inc parents and grandparents to discuss differences in family units.</p>	<p>Photos of chn as babies, toddlers and now. Take photo of chn standing next to a marker object. Repeat same photo in Summer 2 for enquiry.</p> <p>Toys i.e. teething rings, rattles. Different sized chairs.</p> <p>Sort toys into two hoops 'Toys I played with as a baby' 'Toys I play with now.'</p>	<p>Create Timeline. I can talk about events in school or home that interest me. I can identify artefacts associated with the events.</p>	<p>Photos of children celebrating their birthdays make a display to illustrate passage of time.</p> <p>Toys you might get for your birthday. Toys from the past</p>	<p>Celebrations - Photos of family celebrating different things - , Halloween, Bonfire Night, Christmas, New Year Add to Timeline</p>		<p>Once There Were Giants Timeline I can order images into a plausible chronological order.</p>			<p>Enquiry : Why do we wear different clothes at different times of the year?</p>
<p>UTW GEOGRAPHY SKILLS FOCUS</p>	<p>I can use some of my senses to observe places I can identify simple types of buildings &amp; places around me and know their own special features. Tour of school</p>	<p>Name and locate different parts of the local community.</p> <p>Draw a map of route to church.</p> <p>I may be able to identify local features on</p>		<p>I can use secondary sources - pictures, photos, stories, films to find out about a place.</p> <p>Link to Christmas celebrations around the world</p>	<p>I can use simple geographical vocab to describe a place.</p> <p>Daily weather</p>	<p>I can draw my own simple picture maps and plans with labels of places I know, or imaginary</p>	<p>Nature trail - habitats CAFOD website resource 'Grow it, Love it, Respect it'</p>	<p>I can use secondary sources – pictures, photos, stories, films to find out about a place I can tell you what a place</p>	*(SUMMER)*	<p>Show care and concern for living things and the environment.</p> <p>Read Michael Recycle</p> <p>Fairtrade</p> <p>Taking care of our World- litter picking</p>

	<p>KP's office, lunch hall, toilets, playground.</p> <p>Draw simple map of school.</p>	<p>aerial photograph.</p>				<p>places or stories. I may use my own symbols.</p> <p>Link to story We are going on a Bear Hunt</p>		<p>is like in simple terms.</p> <p>Go Jetters - Environment Where are wind turbines located?</p> <p>Rosie's Hat/Where is the wind stories.</p> <p>Session in Woodland. Caring for environment.</p>		<p>CAFOD website photo pack</p> <p>Little Human Planet website</p> <p>Healthy living- not to wastewater.</p>
<p>UTW ICT SKILLS FOCUS</p>	<p>MULTIMEDIA</p> <p>I can move objects on a screen. (IWB) I can use technology to show my learning.</p> <p>Chn to take photos of locations and staff around the school using camera's/IPads. (Use photos to create map for geography)</p>	<p>MULTIMEDIA</p> <p>I can create shapes and text on a screen</p> <p><a href="#">Link to Art</a></p>	<p>E SAFETY</p> <p>I can tell an adult when something worrying or unexpected happens while I am using the internet.</p> <p>Chicken Clickin Story</p>	<p>MULTIMEDIA</p> <p>I can move objects on a screen. (IWB) Create Nativity Story scene/ Interactive wreath activity.</p>	<p>PROGRAMMING</p> <p>I can make a floor robot move.</p>	<p>HANDLING DATA</p> <p>I can tell you about different kinds of information such as pictures, videos, text and sound.</p>	<p>TECHNOLOGY IN OUR LIVES</p> <p>I can use a safe part of the internet to play and learn.</p>	<p>MULTIMEDIA</p> <p>I can use technology to show my learning.</p> <p>Children to use IPADS to record good news.</p> <p>Chn to send email to school office.</p> <p>FaceTime nursery</p>	<p>MULTIMEDIA</p> <p>Rainbow Fish ICT Painting</p>	<p>PROGRAMMING</p> <p>Hour of Code</p>

								friends to share good news.		
Expressive Arts and Design	<p>Wishy washy washing hands song</p> <p>Sing "This Little light of Mine" with introduction to school motto "Lighting the flame for lifelong learning"</p> <p>Role Play - Families - Home corner</p> <p><b>*(ALL ABOUT ME)*</b></p>	<p>Props for Baptism Re-enactment of Baptism</p> <p><b>*(ALL ABOUT ME)*</b></p>		<p>Christmas sing along</p> <p>Role play party Play birthday games etc.</p> <p>Wreath making</p> <p><b>*(OUT AND ABOUT/ PEOPLE WHO HELP US - BE SAFE WEEK)*</b></p>	<p>Dancing with ribbons-instruments.</p>	<p>Sing "Come and join the circle"</p> <p>Play together using percussion instruments</p> <p>Sing "This is the day Re-enacting Holy Communion.</p> <p>Happy dancing/instruments</p> <p>.</p> <p>"</p>	<p>Its Spring CD singing/ PE</p> <p>Role play- garden centre- greenhouse. (Plant pots, seeds, watering cans, compost, trowels)</p> <p>Vets role-play - caring for animals.</p> <p>Make a Lenten tree Make an Easter garden.</p> <p><b>*(GROWTH)*</b></p>	<p>Sing if you're happy and you know it</p> <p>Role play Jesus' friends experiencing the coming of the Holy Spirit. Make streamers with the words, 'Share the Good News of Jesus with everyone' and make a dance with them.</p>	<p>Sing "The More we are together".</p> <p>Our Father prayer/ song</p> <p>Come and join the circle</p> <p>Farmers in his den</p> <p><b>*(HABITATS)*</b></p>	<p><b>Sing</b></p> <p>'He's got the whole world in his hands.'</p> <p>'Praise him, Praise him'</p> <p>'What a Wonderful World'</p> <p>.</p> <p><b>*(JOURNEYS AND ADVENTURES)*</b></p>

ART SKILLS FOCUS	PAINTING EVALUATION  Paint picture of themselves  <b>SCULPTURE/ 3D</b> Explore malleable material Soft clay hands - Chn's names written on them. Link to Come and See	DIGITAL MEDIA EVALUATION  Use a simple graphics package to create images and effects with lines, shapes and colour.  Use Paint chn to create a smiley face-welcoming picture.	PRINTING EVALUATION  <a href="#">Link to patterns in maths week A7 &amp; 8</a>	SCULPTURE/ 3D STEPH O DONNELL VISITOR EVALUATION	SCULPTURE/ 3D  Make models of our church.  Explore malleable material Make salt dough and make party food	TEXTILES/ COLLAGE EVALUATION  Have a go at threading a needle  Felt birds	PAINTING EVALUATION  To work from direct observation.  Painting of things that grow.	DIGITAL MEDIA EVALUATION  Link to ICT  <b>SCULPTURE/ 3D</b> Using tools Making Windmills.	TEXTILES/ COLLAGE EVALUATION  Show experience in simple weaving. Make friendship bracelets / Rainbow Fish link to JOL.  <b>SCULPTURE/ 3D</b> Explore malleable material Make a friendship candle holder <a href="#">Link to Come and see</a>  <b>PRINTING</b> Texture printing Rainbow Fish	COLLAGE/ SCULPTURE using recycled, natural and manmade objects  Children to paint, crayon or collage different people, plants or animals in God's world.  Using a variety of objects e.g recycled, natural and manmade materials.
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**Appendix 11**  
**PSHE and RSE Skills Progression Document**

Level expected at the End of Foundation Stage

**Personal, Social and Emotional Development**

**Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Understanding the World**

**People, Culture and Communities**

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

**Communication and Language**

**Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses a

## Key Stage 1 National Curriculum Expectations

**Knowledge, skills and understanding** - *Developing confidence and responsibility and making the most of their abilities*

### **1. Pupils should be taught:**

**a.** to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; **b.** to share their opinions on things that matter to them and explain their views; **c.** to recognise, name and deal with their feelings in a positive way; **d.** to think about themselves, learn from their experiences and recognise what they are good at; **e.** how to set simple goals.

### **Preparing to play an active role as citizens**

#### **2. Pupils should be taught:**

**a.** to take part in discussions with one other person and the whole class; **b.** to take part in a simple debate about topical issues; **c.** to recognise choices they can make, and recognise the difference between right and wrong; **d.** to agree and follow rules for their group and classroom, and understand how rules help them; **e.** to realise that people and other living things have needs, and that they have responsibilities to meet them; **f.** that they belong to various groups and communities, such as family and school; **g.** what improves and harms their local, natural and built environments and about some of the ways people look after them; **h.** to contribute to the life of the class and school; **i.** to realise that money comes from different sources and can be used for different purposes.

### **Developing a healthy, safer lifestyle**

#### **3. Pupils should be taught:**

**a.** how to make simple choices that improve their health and wellbeing; **b.** to maintain personal hygiene; **c.** how some diseases spread and can be controlled; **d.** about the process of growing from young to old and how people's needs change; **e.** the names of the main parts of the body; **f.** that all household products, including medicines, can be harmful if not used properly; **g.** rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

#### **4. Pupils should be taught:**

**a.** to recognise how their behaviour affects other people; **b.** to listen to other people, and play and work cooperatively; **c.** to identify and respect the differences and similarities between people; **d.** that family and friends should care for each other; **e.** that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Breadth of opportunities**

#### **5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:**

**a.** take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); **b.** feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); **c.** take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); **d.** make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); **e.** meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); **f.** develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); **g.** consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); **h.** ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

## Key Stage 2 National Curriculum Expectations

**Knowledge, skills and understanding** - *Developing confidence and responsibility and making the most of their abilities*

### **1. Pupils should be taught:**

**a.** to talk and write about their opinions, and explain their views, on issues that affect themselves and society; **b.** to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; **c.** to face new challenges positively by collecting information, looking for help, making

responsible choices, and taking action; **d.** to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; **e.** about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; **f.** to look after their money and realise that future wants and needs may be met through saving.

### **Preparing to play an active role as citizens**

#### ***2. Pupils should be taught:***

**a.** to research, discuss and debate topical issues, problems and events; **b.** why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; **c.** to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; **d.** that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; **e.** to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; **f.** to resolve differences by looking at alternatives, making decisions and explaining choices; **g.** what democracy is, and about the basic institutions that support it locally and nationally; **h.** to recognise the role of voluntary, community and pressure groups; **i.** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; **j.** that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment; **k.** to explore how the media present information.

### **Developing a healthy, safer lifestyle**

#### ***3. Pupils should be taught:***

**a.** what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; **b.** that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; **c.** about how the body changes as they approach puberty; **d.** which commonly available substances and drugs are legal and illegal, their effects and risks; **e.** to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable; **f.** that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; **g.** school rules about health and safety, basic emergency aid procedures and where to get help.

### **Developing good relationships and respecting the differences between people**

#### ***4. Pupils should be taught:***

**a.** that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; **b.** to think about the lives of people living in other places and times, and people with different values and customs; **c.** to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; **d.** to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; **e.** to recognise and challenge stereotypes; **f.** that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; **g.** where individuals, families and groups can get help and support.

### **Breadth of opportunities**

#### ***5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:***

**a.** take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); **b.** feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take); **c.** participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting); **d.** make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities); **e.** meet and talk with people (for example, people who contribute to

society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers); **f.** develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters); **g.** consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment); **h.** find information and advice (for example, through helplines; by understanding about welfare systems in society); **i.** prepare for change (for example, transferring to secondary school.)

### Intent

At Haydock English Martyrs we aim to equip children with the knowledge, skills and attributes needed to promote and protect their social and emotional health and well-being. Through the teaching of Personal, Social, Health, Citizenship, Economic Education, children will learn how to stay safe and healthy, develop positive relationships and learn how to maintain friendships. Children will also explore how they can become active citizens who contribute to society in a positive manner whilst examining British values. Social, moral, spiritual and cultural (SMSC) themes will be explored throughout the teaching of both PSHE and RE (Come and See). The learning outcomes and themes set out by the PSHE Association Programme of Study, which is recommended and referred to by the DfE, will be used to plan and deliver appropriate, broad and balanced PSHE lessons to all children who attend the school. The three main themes that will be taught are: 1. Relationships; 2. Health and Wellbeing and 3. Living in the Wider World. Relationship Education will be delivered to all children from Early Years Foundation Stage to Year Six using the 'A Journey in Love' programme of study. This is the recommended programme of study for all Catholic schools and will be delivered as a progressive scheme to support the teaching of RE, PSHE and Science.

### Implementation

At Haydock English Martyrs', PSHE objectives are mapped out using a two year cycle format. We believe that this allows children to build on their prior knowledge and understanding of their previous learning whilst exploring the underlining principles of PSHE Education at an age appropriate level. Medium Term planning is used which outlines suggested learning activities for each learning objective thus allowing PSHE to be taught in a creative manner, using a range of approaches such as role play, games, discussions, outside agency sessions, visitors to the school and through attending off site educational visits.

Children in Years One to Six have their own Relationship Education book, 'A Journey in Love' which moves with them throughout the school and documents their understanding of objects of 'Relationship Education' that have been taught. Each class also has a PSHE portfolio of evidence book, which is passed up each year to the class teacher and evidence is continually added. Before the teaching and learning of a new topic commences, discussions take place to ensure that children's existing knowledge and understanding is gained, and lessons are then tailored to the children's individual needs. When necessary, interventions from the school's learning mentor are made.

Assessment for Learning opportunities are built into each lesson allowing teaching staff to assess children's knowledge and understanding and evaluate their teaching. Tell me Time sessions take place to evaluate the quality of education provided. This strategy has been adapted from Alex Bedford's 'Pupil Book Study' research work. Children are spoken to at regular intervals to discuss their learning, knowledge and understanding.



### Impact

We use the PSHE Association Programme of Study along with the National Curriculum to plan and deliver Personal, Social, Health, Economic Education lessons. As a school, we recognise the vital importance the teaching of PSHE has on safeguarding all children and they understand the positive impact it has on their academic progress, confidence, self-esteem, overall mental health, well-being and their social and emotional development. We use a three-stage process when planning the teaching and learning of PSHE:

1. A long term planning document, which identifies PSHE themes to be taught throughout the academic year, is reviewed.



2. Medium term plans outlining objectives that each year group should teach along with possible teaching and learning activities is referred to. 3. Short term planning is produced from teachers' analysis of medium-term plans, outlining the PSHE and or Relationship Education objectives and activities that will be completed throughout the week.

Our school allows children to confidently and comfortably discuss their thoughts and feelings whilst developing trust and respect, therefore allowing children to learn in an environment in which they feel supported and gain an understanding of who they can speak to, to ask for help or advice. As a school, we have implemented a 'Positive Mental Health and Well-being whole school approach which focuses on the SEARCH framework and aims to develop children's mental health and well-being.

Skills	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Relationships</u></b> Pupils should be taught: <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships.</li> </ol>	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

<p><b><u>Health and Wellbeing</u></b> Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, including puberty, transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. how to respond in an emergency</li> <li>8. to identify different influences on health and wellbeing</li> </ol>	<p>Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>Children can make choices about how to develop healthy Lifestyles.</p>	<p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them.</p>	<p>They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>
<p><b><u>Living in the Wider World.</u></b> Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other</li> </ol>	<p>Children can explain different ways that family and friends should care for one another.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate</p>	<p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>

<p>groups and ultimately as citizens</p> <p><b>3.</b> about different groups and communities</p> <p><b>4.</b> to respect equality and to be a productive member of a diverse community</p> <p><b>5.</b> about the importance of respecting and protecting the environment</p> <p><b>6.</b> about where money comes from, keeping it safe and the importance of managing it effectively</p> <p><b>7.</b> how money plays an important part in people's lives</p> <p><b>8.</b> a basic understanding of enterprise.</p>		<p>with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>They can show how they care for the environment (e.g. animals and school grounds)</p>	<p>friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>		
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## Appendix 12

### Parent/Carer Form – Right to Withdraw from Sex Education Teachings of RSE (Y6)



<b><u>TO BE COMPLETED BY PARENTS</u></b>			
<b><u>Name of child:</u></b>		<b><u>Class:</u></b>	
<b><u>Name of Parent/Carer:</u></b>		<b><u>Date:</u></b>	
<b><u>Reason for withdrawing the above, named child from sex education lessons, taught as part of RSE:</u></b>			
<b><u>Any additional information you would like school to consider:</u></b>			
<b><u>Parent/Carer Signature:</u></b>			

<b><u>TO BE COMPLETED BY SCHOOL</u></b>	
<b>Agreed actions from discussions with parents/carers:</b>	
<b>Signed:</b>	