



St. Joseph's R.C. Primary School

Relationships Education Policy

October 2024

Review: October 2026

"Treat others as you wish to be treated"

1) Vision and Mission

‘Treat others as you would like to be treated.’

At St Joseph’s Catholic Primary School, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our lives. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be fulfilled too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God’s creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

2) Defining Relationship Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships.

3) Procedures

The following groups have been consulted as part of producing this policy.

- Staff
- Governing body
- Parents
- Diocesan Education Service

The Governing Body review this policy biannually, in consultation with the staff. The next review date is October 2026. The policy will be circulated to all members of the Governing Body and all members of staff.

The school website contains information regarding Relationship Education.

4) Rationale

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

As a Catholic primary school in the Province of Cardiff, Menevia, Wrexham and Herefordshire, we use the term Relationship and Sex Education (Relationship Education) as we believe that sex education is set in a wider context of Relationship Education that is about all aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole. Teaching about love and sexual relationships in school is rooted in this belief which is expressed in the Church’s teaching about relationships, marriage, sex and family life.

The Church educates young people as part of complete human formation. Education about human love is no less a part of a Catholic school’s responsibility than teaching about Mathematics or English. At St Joseph’s Catholic Primary School we teach young people about how to grow in relationships, including understanding loving relationships and acknowledging that children’s first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God-given dignity.

As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as you love yourself” (Mark 12:31). This is the basis for all relationships in our school.

Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church. We follow the legal guidelines which suggest that relationship and sex education should build on the children’s own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow, about their relationships and well-being, including sexual health. We support all these aims in educating about relationships and sex education by incorporating them into the wider understanding of human relationships and human formation as reflected in the relevant CBEW and CES Relationship Education Guidance.

4) Statutory framework

The Relationships Education, Relationship Education, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools; however, all primary schools are legally required to teach those aspects of Relationship Education which are statutory parts of National Curriculum Science. Governing Bodies of all maintained schools are required by section 404 of the Education Act 1996 to:

- A) Make and keep up to date a separate written statement of their policy with regard to the provision of sex education and
- B) Make copies of the statement available for inspection (at all reasonable times) by parents of registered pupils at the school and provide a copy of the statement free of charge to any parent who asks for one.

Under section 405 of the Education Act 1996, parents have the right to exempt/withdraw their children from any aspect of sex education delivered as part of statutory Relationship Education.

5) Virtues and Values

Gospel virtues and values underpin the Relationship Education curriculum. The Christian tradition describes behaviour or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes simply 'love' is used instead of 'charity') are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At St Joseph's we live out the Gospel values shared in the Beatitudes by:

Treating others as you would like to be treated.'

We promote Gospel values by our words and deeds, with the Catholic doctrine and practice permeating every aspect of our school's activity. As pupils progress throughout the school they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. In addition to the points made above, are they given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth. By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

6) The Aim and Objectives of Relationship Education

The aim of Relationship Education is part of our aim to educate the complete human person. This is expressed in Fit for Mission - Schools (2009) as follows:

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person. This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values find their fullest perfection’ (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School).

Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

Relationship Education should therefore deepen the following areas of understanding:

- To develop self-knowledge, and respect and love of self;
- To invite young people to develop and deepen a loving relationship with God;
- To invite young people to understand that their life has a purpose;
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this is an expression of God’s love;
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood that is appropriate to the stage of maturity of the young people;
- A strong awareness of their own safety and the nature of appropriate consent;
- To have an understanding of the law in England and Wales about Equality and Marriage, appropriate to age and maturity.

As a school we will:

- Seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God’s creation.
- Seek to develop attitudes of responsibility towards our Relationship Education
- Seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- Encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.

- Encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

7) Inclusion

At St Joseph's Catholic Primary School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and background. Lessons are framed by this understanding and young people encouraged to respect each other in their differences, and develop an approach of dialogue.

8) Equality

The Governing Body has wide obligations under the Equalities Act 2010 and will work to ensure that St Joseph's endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children.

St Joseph's is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

9) Programme of Study

Programme Structure

To ensure this framework is taught seamlessly and consistently across the school, the learning resource – ‘**Life to the Full**’ is used as an approved and appropriate resource. In addition to this resource a combination of the RE Curriculum, our PSHCE scheme – Jigsaw, collective worship objectives, the Pupil Profile, elements of ‘A Fertile Heart’ (appendix three) and weekly visits from our Parish Priest- ensures full curriculum coverage and clear evidence of progress, from one module to the next, with effective use of on entry and exit basement tools for each topic.

Life to the Full

This programme follows a four-stage structure which is repeated across four different learning stages:

- EYFS is aimed at Reception Class
- Key Stage One is aimed at Years 1 and 2*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Mandatory Diocesan Relationship Education Curriculum The three themes are:

• **Created and loved by God** (exploring the individual human person)

The Christian call to understand oneself as uniquely and lovingly created ‘in the image and likeness of God’ gives the strongest possible foundation for healthy self-love, and therefore self-discovery: namely in the understanding that I am not an ‘absolute individual’ but someone who finds myself in receiving and giving, both in relation to God and to other persons. •

• **Created to love others** (exploring a person’s ‘relational nature’ – their relationships with others)

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

• **Created to live in community – local, national & global** (exploring our relating to the wider community)

Human beings are relational by nature and live in community - ultimately within the community of the whole of humanity. Through relating to others, through dialogue and cooperation we live and proclaim the Kingdom of God for the good of each person and the good of all.

Each of these themes then covers the core strands of ‘Education in Virtue’ and ‘Religious Understanding’, as well as strands which cover the PSE/PSHE content of the theme.

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

The overview in Appendix 2 includes all of the topics/objectives throughout each year group for ‘Life to the Full’, which together with the RE curriculum and Pupil Profile, PSHE scheme, daily collective worship and weekly visits from our Parish Priest, fulfil the requirements of the Mandatory Diocesan Relationship Education framework.

How the programme is delivered at St Joseph’s.

This programme is taught in discreet lessons and fundamentally embedded in the ethos of the school. The programme of study is based on the understanding of the Church of human nature and human sexuality, and aims to help young people develop their sense of purpose and character. It is taught as part of a broad and balanced curriculum and therefore allows for the expression of alternative viewpoints by pupils.

Life to the Full is taught daily for the duration of the summer term for all year groups (including years 5 and 6), which allows pupils to make better links between modules. Year 6 pupils have developed a greater sense of maturity at this point in the year. Teaching at this point of the year also supports pupils’ ongoing emotional and physical development during the transition phase from primary to secondary school. This follows recommended guidance from the Department for Education. Pupil Progress is monitored through:

- An on entry task at the start of each unit, followed by an assessment task at the end of each module.
- Teaching and learning observations take place regularly to ensure effective delivery of objectives
- Books are monitored regularly to measure pupils outcomes

The PSHE curriculum is taught weekly throughout all three terms and objectives from the Relationship Education curriculum will be included in these lessons and revisited in Relationships Education lessons.

10) Parents

The Church recognises parents as the first educators of their children. Our school assists parents in this task also in Relationship Education aiding and completing (where needed) the work of parents and furnishing children and adolescents with an evaluation of “sexuality as value and task of the whole person, created male and female in the image of God”. (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69). Children’s first experience of relationships and love are in the home. At St Joseph’s we have worked together through consultation with parents, to ensure this programme is age appropriate and suitable to meet the needs of our pupils. Parents have been invited to comment via the online portal for ‘Life to the Full’ which has proved beneficial in contributing to the development of the programme.

Parents have been consulted about this policy before it was ratified by the governing body. Consultations with parents ran weekly from 14.06.2019 to 12.07.2019. To date our parents are informed termly of what the children are learning and this is also shared in our weekly whole school newsletters.

Parents are informed of their right to withdraw their children from Relationship Education lessons, (though they are not able to withdraw their children from statutory science lessons).

Should parents wish to withdraw their child(ren) they must contact the headteacher no later than the start of the school day when the lesson will take place.

The school will involve and support parents in learning about Relationship Education by leading parent workshops, providing regular updates and sending letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on school website, listening to questions etc.) Information about Relationship Education is contained on the school website and within this policy, the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will be sent home and parents may be invited into school to discuss the content of Relationship Education lessons.

11) Teaching RELATIONSHIP EDUCATION

Mrs Francis – Headteacher – is responsible for leadership, co-ordination and monitoring of the programme.

Mrs Wise is our named Foundation Governor, responsible for monitoring this programme alongside the headteacher.

Class teachers will deliver the programme.

All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. Staff are called to be role models of the school’s ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school.

On some occasions, the children’s learning will be best supported by using other agencies or other visitors to school, such as weekly visits from Father Nick and the NSPCC yearly visit on ‘keeping safe’. Such visitors will be guided to read the protocol for visitors at St

Joseph's and will agree in writing to follow the instructions. The appropriate 'protocol' available on the CES website will be used for this purpose.

12) Supporting children and young people deemed to be at risk

Like all other subjects, Relationship Education always needs to be taught in a differentiated manner appropriate to the maturity of the children. It needs to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching Relationship Education have up to date safeguarding professional development.

Questions asked by pupils that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

The following guidance for dealing with questions in teaching Relationship Education will be followed:

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- *If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, or an outside agency or service;*
- *If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;*
- *If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later*
- *If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's safeguarding procedures.*

he Relationship Education curriculum is blocked during the Summer term and taught weekly through the following units.

Appendix 1 the Diocesan Relationship Education Curriculum.

(**Yellow highlighting** – Life to the Full Programme, **purple highlighting** – Jigsaw PSHE scheme, **green highlighting** – RE Curriculum and Pupil Profile, **blue highlighting**- collective worship and weekly lessons with Fr Nick)

Theme 1: Created and Loved by God

RECEPTION & KS1

KS2

In a Catholic school, pupils are growing to be:

- 1.1.1.1. Respectful of their own person
- 1.1.1.2. Appreciative for blessings – life, families, home, teachers and Friends
- 1.1.1.3. Grateful to God and to others
- 1.1.1.4. Well-formed in conscience, knowing right from wrong
- 1.1.1.5. Obedient to God and respectful of parents, teachers and those in rightful authority
- 1.1.1.6. Patient when they do not always get what they want

These objectives are taught through Life to the Full and also within PSHE Curriculum – Jigsaw – ‘Being Me in My World’ – 1.1.1.5, 1.1.1.1, 1.1.1.4

Pupil Profile – Virtues are also taught as part of RE Curriculum and collective worship – 2.1.1.3 and 2.1.1.6.

Pupils should be taught:

- 1.1.2.1. We are each made individually by God
- 1.1.2.2. We are all made to be God's children: He has created us to know, love and serve Him in this life and for ever – this is our purpose and goal and this makes us truly happy
- 1.1.2.5. Ways of expressing gratitude to God, such as morning and night prayers
- 1.1.2.3. We are given a guardian angel to help us on our way with and to God

In a Catholic school, pupils are growing to be:

- 2.1.1.1. Respectful of their own dignity as persons, their character and giftedness, weaknesses and vulnerabilities as uniquely created, known and loved by God
- 2.1.1.2. Appreciative for the many blessings by which God's love sustains them every moment of their lives
- 2.1.1.3. Grateful to God for the beauty and freedom that comes from this complete dependence on Him and His free gift of life
- 2.1.1.4. Obedient to the call to receive and respond to God's love
- 2.1.1.5. Self-disciplined in not always seeking their own way and able to delay or forego present pleasure for the sake of true and lasting happiness
- 2.1.1.6. Discerning what is good in their decision making and actions
- 2.1.1.7. Respectful of their parents, teachers and those in authority and aware of the importance and limits of obedience
- 2.1.1.8. Courageous in the face of difficulties, of new situations, of temptations to do what is wrong, when standing up for what is right and in facing their fears

These objectives are taught through Life to the Full and also within PSHE Curriculum – Jigsaw – ‘Being Me in My World’ – 2.1.1.8, 2.1.1.7,

Pupil Profile – Virtues are also taught as part of RE Curriculum and collective worship – 2.1.1.3 and 2.1.1.6.

Pupils should be taught:

- 2.1.2.1. We are created individually by God who is Love, designed in His own image and likeness: we are ‘very good’ and have an innate dignity, as have all individual human beings
- 2.1.2.2. God implants in us the desire to be loved and to love and ‘to
- 2.1.2.5. In Baptism God makes us His adopted children and ‘receivers’ make a difference’: each of us has a specific purpose (vocation)
- 2.1.2.3. Every human life is precious from conception to natural death

1.1.2.4. We are created as a unity of body, mind and spirit: who we are

1.1.2.5 matters, and what we do matters

Ways of expressing gratitude to God, such as morning and night prayers (RE Curriculum and collective worship)

1.1.2.6. That in Baptism our bodies become temples of the Holy Spirit

1.1.2.7. God wants us to talk with Him often through the day and treat Him as our best friend

2.1.2.4. Personal and communal prayer and worship are necessary ways of nourishing our relationship with God

2.2.2.5 In Baptism God made us his adopted children and receivers of his love. ; in Confirmation, He also empowers us by His Spirit

to respond ever more to that love; by regularly sharing in the Eucharist His sacrament of Holy Communion, and by regular use of the sacrament of Confession, we grow in human virtue

2.1.2.6 The importance of a nightly examination of conscience (Examen and collective worship)

	<p>Pupils should be taught:</p> <p>Me</p> <p>1.1.3.1. We are each created to be a child of God</p> <p>1.1.3.2. We are all created as unique individuals and all have individual gifts, talents and abilities</p> <p>My body</p> <p>1.1.3.1. Girls and boys have been created by God to be both similar and different – these differences are physical, emotional and spiritual and together make up the richness of the human family</p> <p>1.1.3.2. Our bodies are good and we need to look after them</p> <p>1.1.3.3. The names of the parts of our bodies</p> <p>My Health</p> <p>1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p> <p>1.1.3.5. The importance of sleep, rest and recreation for our health</p> <p>1.1.3.6. How to maintain personal hygiene</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>2.1.3.1. How human knowledge is attained in science, religion, etc. and how reason helps us learn who and why to trust</p> <p>2.1.3.2. That similarities and differences between people arise as they grow and choose, and that by living and working together ('teamwork') we create community</p> <p>2.1.3.3. Self-confidence arises from being loved by God (not status, etc.)</p> <p>My body</p> <p>2.1.3.4. Human beings are different in kind to other animals</p> <p>2.1.3.5. About the unique growth and development of humans, and the changes they will experience during puberty</p> <p>2.1.3.6. About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</p> <p>2.1.3.7. The need for modesty and appropriate boundaries and The dangers of their violation ('sending nudes and semi-nude images', etc.)</p> <p>2.1.3.8. To identify and correctly name genitalia</p> <p>My health</p> <p>2.1.3.9. How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>
<p>ot io na be in de s</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>1.1.4.1. That it is natural for us to relate to one another and to trust</p> <p>1.1.4.2. That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved & respected, to be safe, etc.)</p> <p>1.1.4.3. A language to describe our feelings</p> <p>Attitudes</p> <p>1.1.4.4. A basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p> <p>1.1.4.5. Simple strategies for managing feelings and for good behaviour</p> <p>1.1.4.6. That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</p> <p>All of these objectives are covered in PSHE – Jigsaw Scheme 'Relationships'</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>2.1.4.1. Emotions change as they grow up (incl. hormonal effects)</p> <p>2.1.4.2. To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</p> <p>2.1.4.3. What helps emotional well-being – and that beauty, art, etc. lift the spirit (include also openness with trusted parents/carers/teachers when worried about well-being)</p> <p>2.1.4.4. To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Attitudes</p> <p>2.1.4.5. That some behaviour is wrong, unacceptable, unhealthy or risky</p> <p>2.1.4.6. Thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>All of these objectives are covered in PSHE – Jigsaw Scheme 'Relationships'</p>

<p>Life cycles and fertility</p>	<p>Pupils should be taught: Life cycles 1.1.5.1. That there are natural life stages from birth to death, and what these are</p>	<p>Pupils should be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception 2.1.5.2. That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual 2.1.5.3. To recognise the differences that occur at each stage of a human being’s development (including before birth, childhood, adolescence, adulthood, old age) Fertility 2.1.5.4. That the first thing God says to human persons in the story of creation is ‘be fertile’: make a difference in work and creativity and in the ability to share in the creation of a new human person 2.1.5.5. That this is the reason we are male and female: our sexual nature is a vehicle for communicating love and giving life 2.1.5.6. About fertility and the nature of menstruation 2.1.5.7. How human life is conceived in the womb, including the language of sperm and ova (also included in Science Curriculum-year 6) 2.1.5.8. That we are also called to a ‘spiritual’ fertility which includes family life and work but also suffering, trusting in God and acting good – through these we share in the ‘fertility of God Himself’ in creating ‘children of God’ 2.1.5.9. That some people can be infertile with regard to procreation (just as some are unable to work due to illness, etc.) but all can be spiritually fertile and thus fulfil our need to ‘make a difference’</p>
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Theme 2: Created to love others

RECEPTION & KS1

KS2

<p>EVANGELIUM 1.2.2 Virtue</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses to suffering and need</p> <p>1.2.1.3. Respectful of others, their uniqueness, their 'wants' and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, "please" and "thank you."</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Generous and just – able to forego gratification out of consideration for others</p> <p>2.2.1.3. Compassionate, able to empathise with the suffering of others, and kind in helping others who are in trouble or need</p> <p>2.2.1.4. Respectful and open, able to identify other people's personal space and respect them for who they are</p> <p>2.2.1.5. Forgiving, allowing reconciliation in relationships, and forgives</p> <p>2.2.1.6. Courteous in their dealings with friends and strangers</p> <p>2.2.1.7. Honest, committed to living truthfully and with integrity</p> <p>2.2.1.8. Careful and generous with their possessions, understanding</p>
	<p>Pupils should be taught:</p> <p>1.2.2.1. We are part of God's family</p> <p>1.2.2.2. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.3. That Jesus cared for others and had expectations of them and how they acted</p> <p>1.2.2.4. That we should love other people in the same way Jesus loves us</p>	<p>Pupils should be taught:</p> <p>2.2.2.1. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</p> <p>2.2.2.2. Christians belong to the Church family, which includes the school, home, parish and diocese</p> <p>2.2.2.3. That relationships take time and effort to sustain</p> <p>2.2.2.4. The importance of forgiveness and reconciliation in</p> <p>2.2.2.7. In the sacrament of marriage Christ raises the 'natural relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.5. That no friendship or relationship can completely make us happy – expecting too much from anyone can become destructive</p> <p>2.2.2.6. Marriage and family are designed by God, not human inventions, and the marriage bond is exclusive, life-long</p> <p>institution' and gives us grace to live it faithfully</p>

	<p>Pupils should be taught:</p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify 'special people' (e.g. parents, carers, friends) appropriate and inappropriate behaviour and what makes them special</p> <p>1.2.3.3. The importance of the nuclear and of the wider family</p> <p>1.2.3.4. How their behaviour affects other people and that there is</p> <p>1.2.3.6. To recognise when people are being unkind to them and</p> <p>1.2.3.5. To recognize when they have been unkind to others and to say sorry</p> <p>others and how to respond</p> <p>1.2.3.7. The importance of being close to and trusting of parents and 'special people' (see above) and telling them if something is troubling them</p> <p>1.2.3.8. Different types of teasing and that all bullying is wrong and unacceptable</p>	<p>Pupils should be taught:</p> <p>2.2.3.1. Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong company and also want what is truly best for the other</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. Good friendship is when both persons enjoy each other's</p> <p>bullying is wrong, and how to respond to bullying</p> <p>2.2.3.4. The difference between a group of friends and a 'clique'</p> <p>2.2.3.5. An awareness of bullying (including cyber-bullying), that all</p> <p>2.2.3.6. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.7. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurized</p> <p>2.2.3.8. About changes that can happen in life, especially death and bereavement, but also separation or divorce, and the emotions that can accompany these changes – and that in</p> <p>Christ we are never alone or without help in such situations</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Safe and help</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. That they are entitled to bodily privacy</p> <p>1.2.4.4. The difference between good and 'bad secrets' and that they can and should be open with 'special people' they trust (see above) if anything troubles them</p> <p>People who can help me</p> <p>1.2.4.5. Who to go to if they are worried or need help</p> <p>1.2.4.6. That there are different people we can trust for help, especially those closest to us who care for us, including our</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That bad language and bad behaviour are inappropriate</p> <p>2.2.4.4. Just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>2.2.4.5. To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>People who can help me</p> <p>2.2.4.6. That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p>

Theme 3: Created to live in community (local, national and global)

RECEPTION & KS1

KS2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Education in Values</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of others at home, school and in the community</p> <p>1.3.1.2. People who volunteer their services willingly</p> <p>possessions, especially towards those in need</p> <p>1.3.1.3. Active in their commitment to their faith, family and</p> <p>Pupils should be taught:</p> <p>1.3.2.1. That God is Love: Father, Son and Holy Spirit</p> <p>1.3.2.2. That being made in His image means being called to be loved and to love others</p> <p>1.3.2.3. Some scripture illustrating the importance of living in community as a consequence of this</p> <p>1.3.2.4. Jesus' teaching on who is my neighbour</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding that the way we live has an impact on others locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants for the common</p> <p>2.3.1.3. Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p> <p>Pupils should be taught:</p> <p>2.3.2.1. God is Love as Trinity – a 'communion of persons subsisting in their self-giving relationship'</p> <p>2.3.2.2. That the human family is to reflect the Holy Trinity in mutual charity and generosity</p> <p>2.3.2.3. How some key principles of Catholic Moral and Social Teaching show us the way in which to do so and exercise God's love – especially how money and goods are chiefly meant to be an</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Values</p>	<p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community, nation and the global community</p> <p>1.3.3.2. That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>1.3.3.3. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</p> <p>1.3.3.4. About what harms and what improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>Pupils should be taught:</p> <p>2.3.3.1. About the range of national, regional, religious and ethnic identities in the United Kingdom, and the importance of living in right relationships with one another as persons of equal dignity</p> <p>2.3.3.2. That ignorance often leads to fear and hatred, and that tolerance means respecting all persons but not all actions</p> <p>2.3.3.3. That there are some cultural practices which are against God's law, British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.), and that actions such as female genital mutilation (FGM) constitute serious abuse and are crimes; how to get support if they have fears for themselves or their peers</p> <p>2.3.3.4. That living simply and in practical solidarity with others helps all people have enough and protects the environment</p> <p>2.3.3.5. That bacteria and viruses can affect health and that following simple hygiene routines can reduce their spread</p>

Appendix 2 a) Programme Overview of Life to the Full

(This overview includes the titles of the different topics/units of work taught within each year group. Each topic includes the statutory objectives from one of the three modules from the Mandatory Diocesan Relationship Education Curriculum)

Pathway #1: 2-year cycle over 1 term

Life to the Full Primary

Ten:Ten
Resources

Reception

Week	Module and Unit	Session Title	Session Length
1	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-minute sessions over 5 days
2	EYFS, Module 1, Unit 2	Session 1: I Am Me	15 minutes
		Session 2: Heads, Shoulders, Knees and Toes	15 minutes
		Session 3: Ready Teddy?	15 minutes
3&4	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	15 minutes
		Session 2: All The Feelings!	15 minutes
		Session 3: Let's Get Real	15 minutes
4	EYFS, Module 1, Unit 4	Session 1: Growing Up	15 minutes
5	EYFS, Module 3, Unit 1	Session 1: God is Love	15 minutes
		Session 2: Loving God, Loving Others	15 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	15 minutes

Pathway #1: 2-year cycle over 1 term

Life to the Full Primary

KS1

Year 1

Week	Module and Unit	Session Title	Session Length
1	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
2	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
3	KS1, Module 2, Unit 2	Session 1: Special People	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...and Say Sorry	30 minutes
4&5	KS1, Module 2, Unit 3	Session 1: Being Safe	35 minutes
		Session 2: Good and Bad Secrets	35 minutes
		Session 3: Physical Contact	45 minutes (or 2 x 25 minutes)
		Session 4: Harmful Substances	30 minutes
		Session 5: Can You Help Me? (Part 1)	35 minutes
		Session 6: Can You Help Me? (Part 2)	35 minutes
6	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

Pathway #1: 2-year cycle over 1 term

Life to the Full Primary

Year 2

Week	Module and Unit	Session Title	Session Length
1	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
2	KS1, Module 1, Unit 2	Session 1: I Am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3&4: Clean and Healthy (My Body)	40 minutes (2 sessions)
3	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
4	KS1 Module 1 Unit 4	Session 1: The Cycle of Life	30 minutes
5	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

Pathway #1: 2-year cycle over 1 term

Life to the Full Primary

LKS2

Year 3

Week	Module and Unit	Session Title	Session Length
1	LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	45 minutes
2	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	5 x 15-minute sessions over 5 days
3	LKS2 Module 2, Unit 2	Session 1: Friends, Family and Others...	45 minutes
		Session 2: When Things Feel Bad	45 minutes
4&5	LKS2 Module 2, Unit 3	Session 1: Sharing Online	45 minutes
		Session 2: Chatting Online	45 minutes
		Session 3: Safe In My Body	45 minutes
		Session 4: Drugs, Alcohol and Tobacco	45 minutes
		Session 5: First Aid Heroes	45 minutes
6	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

Pathway #1: 2-year cycle over 1 term

Life to the Full Primary

Year 4

Week	Module and Unit	Session Title	Session Length
1	LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
2&3	LKS2 Module 1, Unit 2	Session 1: We Don't Have to be the Same	45 minutes
		Session 2: Respecting our Bodies	45 minutes
		Session 3: What is Puberty?	45 minutes
		Session 4: Changing Bodies	45 minutes
		Session 5: Male/Female Discussion Groups (optional)	45 minutes
4	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	45 minutes
		Session 2: What Am I Looking At?	45 minutes
		Session 3: I Am Thankful	45 minutes
5	LKS2 Module 1, Unit 4	Session 1: Life Cycles	45 minutes
6	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

UKS2

Year 5

Week	Module and Unit	Session Title	Session Length
1	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
2	UKS2 Module 2, Unit 1	Session 1: God Is Calling You	45-60 minutes
3	UKS2 Module 2, Unit 2	Session 1: Under Pressure	45-60 minutes
		Session 2: Do You Want A Piece of Cake?	45-60 minutes
		Session 3: Self-Talk	45-60 minutes
4	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	45-60 minutes
		Session 2: Cyberbullying	45-60 minutes
5	UKS2 Module 2, Unit 4	Session 1: Types of Abuse	45-60 minutes
		Session 2: Impacted Lifestyles	45-60 minutes
		Session 3: Making Good Choices	45-60 minutes
		Session 4: Giving Assistance	45-60 minutes
6	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes

Pathway #1: 2-year cycle over 1 term

Life to the Full Primary

Year 6

Week	Module and Unit	Session Title	Session Length
1	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
2	UKS2 Module 1, Unit 2	Session 1: Gifts and Talents	45-60 minutes
		Session 2: Girls' Bodies	45-60 minutes
		Session 3: Boys' Bodies	45-60 minutes
		Session 4: Spots and Sleep	45-60 minutes
3	UKS2 Module 1, Unit 3	Session 1: Body Image	45-60 minutes
		Session 2: Peculiar Feelings	45-60 minutes
		Session 3: Emotional Changes	45-60 minutes
		Session 4: Seeing Stuff Online	45-60 minutes
4	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1)	45-60 minutes
		Session 2: Making Babies (Part 2) May be omitted or may be set as a homework task with parents.	45-60 minutes
		Session 3: Menstruation	45-60 minutes
6	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes

'Teaching is a beautiful job: as it allows you to see the growth day by day of people entrusted to your care. It is a little like being parents, at least spiritually. It is a great responsibility.'

-Pope Francis

Years 5 and 6 'A Fertile Heart' as advised by the Archdiocese

YEAR 5 PROGRAMME OF STUDY FOR RELATIONSHIPS EDUCATION SPRING TERM

Dates 2025	Learning Objectives	Success Criteria
6 th January	WALT: To understand the importance of freedom and how it is linked to happiness	<ul style="list-style-type: none"> • I can describe what true freedom is, especially spiritual freedom • I can explain how there are two ideas of what freedom is • I can reflect on these ideas, so as to discern the truth
13 th January	WALT: To understand how freedom is our ability to act in harmony with our God given nature.	<ul style="list-style-type: none"> • I can explain that true freedom is not the same as doing what I like • I can see how my initial feelings don't always fit in with true freedom • I can understand how Jesus' Cross shows us what true freedom is
20 th January	WALT: To explore how tolerance develops relationships	<ul style="list-style-type: none"> • I can define tolerance • I can acknowledge that fear of differences between us can lead to prejudice and discrimination • I can understand how I can overcome that gear and so be a good communicator
27 th January	WALT: To understand that sharing truth is part of tolerance and strengthens relationships	<ul style="list-style-type: none"> • I can understand that tolerance is part of wanting what is best for the other • I can see how tolerance sometimes means sensitively saying or doing something • I can explain that this can take courage, but builds truer friendships
3 rd February	WALT: To understand that it is rational to know there is a God.	<ul style="list-style-type: none"> • I can reason that there is a God • I can relate the domino effect to God initiating creation • I can see how there being one God helps me grasp the unity of creation
10 th February 24 th February	WALT: To explore the different impulses within me and how to recognise and evaluate them.	<ul style="list-style-type: none"> • I can be aware of the many emotions and impulses I have inside me • I can explain the difference between discerning and deciding • I can evaluate my emotions and impulses and know which to follow
3 rd March 10 th March	Assessment – <i>'Review and Remember'</i>	

YEAR 6 PROGRAMME OF STUDY FOR RELATIONSHIPS EDUCATION SPRING TERM

Dates 2025	Learning Objectives	Success Criteria
6 th January	WALT: Understand that to be a person, to be able to communicate, we need two things: something in common so that we can communicate and something different so that we have something to communicate	<ul style="list-style-type: none"> • I can explain what a person needs in order to communicate • I can explain what is meant by objective and subjective, by structure and uniqueness
13 th January	WALT: Understand that all creation and every part of creation reflects the relationship of the of the Trinity.	<ul style="list-style-type: none"> • I can understand that my relationship with God reflects the Trinity itself • I can understand that all creation and every part of it reflects the relationship of the Trinity
20 th January	WALT: Understand that we don't need faith to know that there is a God.	<ul style="list-style-type: none"> • I can understand that I do not need faith to know that there is a God • I can reflect on the order and beauty of creation to reason that there is a Creator behind him
27 th January	WALT: Understand why it is important to be aware of my being, more than my doing.	<ul style="list-style-type: none"> • I can understand what it means to be aware of my being and why it is important
3 rd February	WALT: Understand how we should show tolerance towards others.	<ul style="list-style-type: none"> • I can explain the need to always treat people with dignity and respect • I can explain that tolerance is connected to truth, freedom and love • I can reflect on how we are all journeying in life together
10 th February 24 th February	WALT: Identify the true characteristics of an admirable person.	<ul style="list-style-type: none"> • I can reflect on the need to choose wisely who I most admire • I can see how good people, like the saints, are worthy of 'lasting admiration'
3 rd March 10 th March	Assessment – <i>'Review and Remember'</i>	

- All lessons start with a meditative prayer

'Teaching is a beautiful job: as it allows you to see the growth day by day of people entrusted to your care. It is a little like being parents, at least spiritually. It is a great responsibility.'
-Pope Francis