



# ST. IGNATIUS CATHOLIC PRIMARY SCHOOL

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## RELATIONSHIPS AND SEX EDUCATION POLICY

Governors' Committee Responsible:

Staff Member:

Review Period:

Date policy approved:

**Date for review:**

Fuill Governing Body

Mrs R Vandervloet and Mrs H. Murphy

Annually (first year, thereafter  
biennially)

Spring 2025

**Spring 2027**

Signed by:

Headteacher: \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_

Date: \_\_\_\_\_

**Date:** \_\_\_\_\_

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## POLICY STATEMENT

***“Not only ought you to continually love and cherish each other, but to communicate that love to all men.”***

*St Ignatius of Loyola*

In this policy the governors, Headteacher and teachers at St Ignatius Catholic Primary School, in partnership with pupils and their parents, set out their intentions about the teaching of relationships and sex education (RSE) in the school. We set out our rationale and approach to relationships and sex education in the school. We also set out details of our teaching programme and wider curriculum delivery of RSE at St Ignatius.

## CONSULTATION

In the drafting of the original policy (September 2020), the following consultations and CPD took place:

- pupil focus groups / school council
- consultation with parents
- review and training of RSE curriculum content with staff
- consultation with school governors

## IMPLEMENTATION AND REVIEW OF THE POLICY

Implementation of the original policy took place after consultation with the governors and all stakeholders in the Summer term of 2020 and the policy will be reviewed thereafter annually for the first year and subsequently biennially by the Headteacher, RSE Leader, the governing body and staff.

## DISSEMINATION

The draft policy was shared with all members of the governing body, and all teaching and non-teaching members of staff. Copies of the document are available to all parents through the school website and a copy is available in the school office. Details of the content of the RSE curriculum are available on the school's web site.

## DEFINING RELATIONSHIP AND SEX EDUCATION

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

It is about the development of the pupil's knowledge and understanding of themselves 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.

At St Ignatius Catholic Primary School, our focus is on:

- teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults
- This will include the topics of family relationships and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

## STATUTORY CURRICULUM REQUIREMENTS

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

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

## RATIONALE

***'I have come that you might have life and have it to the full'*** (John:10.10)

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

Following the guidance of the Bishops of England and Wales, and as advocated by the DfE, RSE at St Ignatius is firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

It is centred on Christ's vision of being human as good news, and will be positive and prudent, showing the potential for development while enabling the dangers and risks involved to be understood and appreciated.

All RSE taught at the school is in accordance with the Church's moral teaching. It emphasises 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.

## VALUES AND VISION

- It is our vision for Relationship and Sex Education in our school that pupils will learn how to foster healthy relationships and friendships in light of the wisdom of the Church.
- Pupils will learn to make sensible and informed decisions in a changing cultural climate, focussing on the virtues, such as patience and chastity that ultimately lead to true happiness.
- Pupils will flourish when they truly understand their innate human dignity, love and appreciation of themselves, including respect for their bodies, and the way they were made by God.

- Sacred Scripture is key to this vision and the message Jesus gave us to love God, self, neighbour and our common home
- RSE in our school will remain faithful to the teaching of the Church, recognising the diversity of pupils' situations. We aim to be sensitive to each individual, ensuring that their physical and emotional well-being and their safety are of paramount importance.

## AIM OF RSE WITHIN OUR SCHOOL

At St Ignatius we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims reflect our commitment to raising pupils' self-esteem, helping them to grow in knowledge and understanding, recognising the value of all persons and developing caring and sensitive attitudes.

In partnership with parents, we will provide children with a positive and prudent sexual education which is compatible with their physical, cognitive, psychological and spiritual maturity and rooted in a Catholic vision of education and the human person.

Through RSE at St Ignatius we will:

- ensure the children understand their own value and the value of others
- instil confidence and self-esteem
- provide reliable, correct information in a safe learning environment
- ensure children know how to keep safe
- help children deal with peer pressure
- provide learning around how to make sensible and informed decisions in a changing cultural climate
- help children understand the positive impact of loving God, self, neighbour and our common home.

## OBJECTIVES

To develop the following **attitudes and virtues**:

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

To develop the following **personal and social skills**:

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

- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

#### To know and understand:

- the Church's teaching on relationships and the nature and meaning of love
- the Church's teaching on marriage and the importance of marriage and family life
- the centrality and importance of virtue in guiding human living and loving
- the physical and psychological changes that accompany puberty
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation

## OUTCOMES

### INCLUSION AND DIFFERENTIATED LEARNING

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

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

### EQUALITIES OBLIGATIONS

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

### BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

## PROGRAMME / RESOURCES

***‘So God created man in His own image; in the image of God He created him; male and female He created them.’*** (Genesis 1-27)

At St Ignatius we deliver the RSE curriculum through a resource entitled ***‘Life to the Full’*** which is a programme of study devised by TEN TEN. The programme of study is appended to this document.

***‘Life to the Full’*** is a fully resourced, faith-inspired scheme of work in Relationships and Health Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. It is taught with a ‘spiral’ approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life.

The programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God- created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

### THE PRINCIPLES OF ***‘Life to the Full’*** ARE:

- To teach the children that their bodies are good. They will learn to not depersonalise their body or objectify the body. The children will learn to celebrate their body as what makes them human. They will learn that they need their bodies to love, serve and grow.
- As we grow in our loving relationships with others, we become close to the image and likeness of God.
- Catholic RSE should be taught about the whole person.
- Catholic RSE should be taught in partnership with parents.
- Our deepest identity is as a child of God.
- Story can change hearts and minds.
- Catholic RSE is an education in virtue
- Catholic RSE is an education in conscience.
- RSE is about striving for the common good and enabling children to have the desire to love and to serve.
- Prayer, Scripture and the Sacraments fuel the teaching. The curriculum is embedded is embedded with parables from the bible. This will give children, teachers and parents an opportunity to have a deeper relationship with god.

## ASSESSMENT

Each unit of the teaching programme has an assessment associated with it, as it is important to demonstrate that learning has taken place and to be able to evaluate children’s understanding of that learning. There will be an assessment before each unit of work to ascertain the children’s prior knowledge and after each unit of work to check the children have gained better understanding during the lessons.

## PARENTS AND CARERS

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

Parents and carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk to their children about their learning and answer any questions they may have.

Parents continue to have the right to withdraw their children from Sex Education, except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children, they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning. We do, however, believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Children will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE.

## RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lies with the RSE co-ordinator and other staff with responsibility for leadership of science, religious education, physical education, RSE and PSHE). However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils.

## EXTERNAL VISITORS

St Ignatius will sometimes call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. Any external visitor will be clear about their role and responsibility whilst they are in school delivering a session and must adhere to the code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools 2016 '.

Health professionals will follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

### GOVERNING BODY

It is the responsibility of the governing body to:

- draw up the RSE policy, in consultation with parents and teachers
- ensure that the policy is available to parents
- ensure that the policy is in accordance with other whole school policies as relevant
- ensure that parents know of their right to withdraw their children
- establish a link governor to share in the resourcing, monitoring and evaluation of the programme
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### HEADTEACHER

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, appropriate agencies, the Diocesan Schools' Service and the Local Education Authority.

### RSE LEAD

The RSE lead, with the head teacher, is responsible for supporting other members of staff in the implementation of this policy and will provide appropriate CPD to all members of staff.

### ALL STAFF

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers are expected to teach RSE in accordance with the Catholic ethos of the school. All staff have been included in the development of this policy and all staff are aware of the policy and how it relates to them.

### CONTROVERSIAL OR SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RSE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately provocative or is of a personal nature.

### SAFEGUARDING

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussions may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears or worries go unnoticed. Where a teacher suspects that a child is at any risk whatsoever they are required to follow the school's usual safeguarding policy and procedures and immediately the Designated Safeguarding Lead (or deputies).

## CONFIDENTIALITY AND ADVICE

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

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

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care and safeguarding policies. In line with the school's safeguarding policy, teachers will explain to pupils that they cannot offer unconditional confidentiality, in any matters which they believe may put the child in danger of risk or harm.

## MONITORING AND EVALUATION

The RSE lead will monitor delivery of the programme by monitoring planning, teaching and by carrying out book/work scrutinies in line with the school's monitoring schedules. The programme will be evaluated regularly with pupils, staff and parents. The results of any such evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy.

## RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It should be read alongside the following policies:

Safeguarding  
Inclusion  
SEND  
PSHE  
Pupil Premium Strategy  
EAL Policy  
Equality Policy and Equality Information and Objective Statement  
Behaviour

APPENCIX 1 – SCHEME OF WORK

Learning outcomes- Life to the Full- KS1			
	Unit	Session	Learning outcomes
Created and loved by God	Religious Understanding	Handmade with love	Handmade with love God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; We are created as a unity of body, mind and spirit: who we are matters and what we do matters; We can give thanks to God in different ways.
	Me, my body & my healthy	I am unique	To learn that we are unique, with individual gifts, talents and skills.
		Girls & Boys (My Body)	Our bodies are good; The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); 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.
		Clean & Healthy (My body)	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings
	Emotional well being	Feelings, likes & dislikes	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings
		Feelings inside out	Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.
		Super Susie Gets Angry	Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.
	Life Cycles	The cycle of life	Children will know and appreciate that there are natural life stages from birth to death, and what these are.
Created to love others	Religious Understanding	God loves you	We are part of God's family; Saying sorry is important and can mend friendships; Jesus cared for others and had expectations of them and how they should act; We should love other people in the same way God loves us.
	Personal relations	Special people	To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them.
		Treat others well	How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable.
		... and say sorry	To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.
	Keeping Safe	Being safe	Children will actively participate in activities and 'Smartie the Penguin' story; Children will answer questions to know what is and isn't safe online; Children will know who they can go to to talk about anything they feel uncomfortable about, particularly online.
		Good/Bad secrets	The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe.
		Physical contact	To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.
Created to live in community	Religious Understanding	Trinity House	That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.
		Who is my neighbour?	To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.
	Living in the Wider World	The communities we live in	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);

Learning outcomes- Life to the Full- Lower Key Stage 2			
	Unit	Session	Learning outcomes
Created and loved by God	Religious Understanding	Designed for a Purpose	We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience.
		The Sacraments	That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Me, my body & my health	We Don't Have to be the Same	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		Respecting our Bodies	About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do
		What is Puberty?	Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.
	Changing Bodies	Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.	
		What Am I Feeling?	That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).
		What Am I Looking at?	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
	I am Thankful	Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.	
		Life Cycles	The cycle of life
Created to love others	Religious Understanding	Jesus, My Friend	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Personal relations	Friends, Family and Others..	Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.
		When Things Feel Bad	Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
	Keeping Safe	Sharing online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.
		Chatting online	How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;

			How to report and get help if they encounter inappropriate materials or messages.
		Physical contact	To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
Created to live in community	Religious Understanding	Trinity House	God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity.
		What is the Church?	That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).
	Living in the Wider World	How do I love Christ?	To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

Learning outcomes- Life to the Full- Upper Key Stage 2				
	Unit	Session	Learning outcomes	
Created and loved by God	Religious Understanding	Made to grow	Physically becoming an adult is a natural phase of life. Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! Like Kester, they were made to love and be loved.	
	Me, my body & my he	Gifts & Talents	Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).	
		Girls' Bodies	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.	
		Boys' Bodies	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.	
		Spots & Sleep	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.	
	Emotional well being	Body Image	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media	
		Peculiar feelings	To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.	
		Emotional changes	Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.	
		Seeing stuff online	The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images	
	Life Cycles	Making babies pt 1	How a baby grows and develops in its mother's womb.	
		Making babies pt 2	Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage. *Optional. See your Programme Coordinator	
		Menstruation	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.	
	Created to love others	Religious Understanding	Is God Calling You?	To know that God calls us to love others. To know ways in which we can participate in God's call to us.
		Personal relations	Under Pressure	Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.
Do You Want a Piece of Cake			Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.	
Self-Talk			Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships	
Keeping Safe		Sharing Online	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.	
		Chatting Online	What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying.	

		Physical Contact	To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.
Created to live in community	Religious Understanding	Trinity House	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
		Catholic Social Teaching	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
	Living in the Wider World	Reaching Out	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.