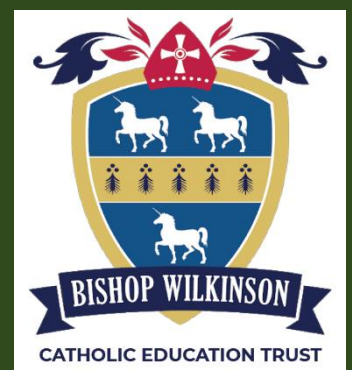




**St. Joseph's Catholic
Infant & Junior Schools
Birtley**

Relationships and Health
Education Strategy
January 2023



Statement of intent



St. Joseph's
Catholic Infant
& Junior Schools
Birtley



St. Joseph's Catholic Infant and Junior Schools, Birtley believe that every child has the right to the best possible education. We aim to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning in Relationships and Health Education, as advised by the Catholic Education Service.

OUR MISSION

Let us build a house where hands will reach beyond the wood and stone, to heal and strengthen, serve and teach, and live the Word they've known.

Built of hopes and dreams and visions, rock of faith and vault of grace; here the love of Christ shall end divisions:

All are welcome in this place.

OUR VISION

Lord, in our daily lives, may we:

Love and serve like St. Joseph, care and protect like St. Joseph, work and teach like St. Joseph, show compassion and loyalty like St. Joseph, have trust and faith like St. Joseph.

We follow St. Joseph's virtues and remember our significance in God's world. Amen.



Defining Relationship And Health Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and Relationships Education, Relationships and Sex Education (RHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers with adults.”

2 This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RHE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

3 STATUTORY CURRICULUM REQUIREMENTS We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science.

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

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

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

Virtues and Values:

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

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

To develop the following personal and social skills:

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

- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RHE is sensitive to the different needs of individual pupils in respect 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

EQUALITIES OBLIGATIONS

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

BROAD CONTENT OF RHE

Three aspects of RHE - 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.

Our programme will cover...

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

(GIVE SOME DETAILS OF HOW PUPILS' LEARNING IN RHE WILL BE ASSESSED HERE) P

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 support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before this policy is ratified by the

governors. They will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme.

Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. 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 believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the relevant curriculum staff; this will normally include science, religious education, physical education, RHE. However, all staff will be involved in developing the attitudes and values aspect of the RHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils.

They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' 5.

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

OTHER ROLES AND RESPONSIBILITIES REGARDING RHE

Local Governing Committee

- draw up the RHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RHE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

All Staff RHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RHE policy is to be delivered as part of the PSHE framework.

It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods

will be adapted to meet the varying needs of this group of pupils. Learning about RHE will link to/complement learning in those areas identified in the RHE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Controversial or Sensitive issues There will always be sensitive or controversial issues in the field of RHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RHE) and Health Education, Managing difficult questions, Page 23 for more detail) Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

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

MONITORING AND EVALUATION

The RHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs

assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix 1:

Life to the Full

RHE Topic Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Module 1 Created and Loved By God		Module 2 Created to Love Others		Module 3 Created to Live in Community	
Reception	<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Unit 1: Religious Understanding-Handmade with Love (1 session)</p> <p>Unit 2: Me, My Body, My Health— I am me(3 Sessions)</p>		<p>Unit 3: Emotional Well Being- (3 sessions)</p> <p>Unit 4: Life Cycles (1 session)</p>	<p>Unit 1: Religious Understanding Unit 2: Personal Relationships Unit 3: Keeping Safe</p>	<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	
Year 1	<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Unit 1: Religious Understanding Unit 2: Me My Body and My Health</p>		<p>Unit 1: Religious Understanding Unit 2: Personal Relationships</p>		<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	
Year 2	<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Unit 1: Religious Understanding Unit 3: Emotional WellBeing Unit 4: Life Cycles</p>		<p>Unit 1: Religious Understanding Unit 3: Keeping Safe</p>		<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	

RHE Topic Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Module 1 Created and Loved By God		Module 2 Created to Love Others		Module 3 Created to Live in Community	
Year 3	<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Unit 1: Religious Understanding Unit 2:Me My Body and My Health</p>		<p>Unit 1: Religious Understanding Unit 2: Personal Relationships</p>		<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	
Year 4	<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Unit 1: Religious Understanding Unit 3: Emotional WellBeing Unit 4: Life Cycles</p>		<p>Unit 1: Religious Understanding Unit 3: Keeping Safe</p>		<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	
Year 5	<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Unit 1: Religious Understanding Unit 2: Me My Body and My Health</p>		<p>Unit 1: Religious Understanding Unit 2: Personal Relationships</p>		<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	
Year 6	<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Unit 1: Religious Understanding Unit 3: Emotional WellBeing Unit 4: Life Cycles</p>		<p>Unit 1: Religious Understanding Unit 3: Keeping Safe</p>		<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	

Appendix 2:

St. Joseph's Catholic Infant and Junior Schools, Birtley Strategy

Subject: Relationships and Health Education

Links to the Early Years Foundation Stage Curriculum

Development Matters states: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

At St. Joseph's, personal development plays a huge role in the day-to-day practice of our EYFS team. Children are supported to manage their emotions using Zones of Regulation. They develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Year group: 1

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Within the autumn term, pupils will begin to learn about the five Fundamental British Values and will be taught RHE in conjunction with the DfE's 2020 policy.</p> <p>As a result of the RHE curriculum, pupils will learn that we live in a democracy. Pupils will develop an understanding of the school's Mission and Vision statements and core principles.</p> <p>Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>	<p>Throughout this term, the Created to Love Others topic explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p> <p>Pupils will identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p>	<p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Pupils will learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>			

<p>Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.</p> <p>In addition to this, they will further their understanding of equality and diversity through studying other faiths including Islam, Sikhism and Judaism.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>		<p>Pupils will continue to explore current affairs throughout the term.</p>			
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision:</p> <p>Understand the school's ethos and expectations for the year ahead.</p> <p>Created and Loved by God</p> <p>Physical health- Me, My Body, My Health:</p> <p>To learn that we are unique, with individual gifts, talents and skills.</p> <p>Our bodies are good;</p> <p>The names of the parts of our bodies;</p> <p>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>Our bodies are good and we need to look after them;</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;</p> <p>The importance of sleep, rest and recreation for our health;</p>		<p>Created to Love Others</p> <p>Families and People Who Care for me-Personal Relationships:</p> <p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;</p> <p>The importance of nuclear and wider family;</p> <p>The importance of being close to and trusting special people and telling them if something is troubling them.</p> <p>Caring Friendships and</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p> <p>The characteristics of positive and negative relationships;</p> <p>Different types of teasing and that all bullying is wrong and unacceptable.</p>		<p>Created to Live in Community</p> <p>Families and People that Care for me:</p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.);</p> <p>About what harms and what improves the world in which we live.</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p>	

<p>How to maintain personal hygiene.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths’ Week) – November:</p> <p>To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Cross-curricular link to science:</p> <p>To know our body parts.</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To understand what rules are.</p> <p>To understand how we care for others.</p>	<p>Respect Relationships:</p> <p>to recognise when they have been unkind and say sorry;</p> <p>To recognise when people are being unkind to them and others and how to respond;</p> <p>To know that when we are unkind to others, we hurt God also and should say sorry to him as well;</p> <p>To know that we should forgive like Jesus forgives.</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To explore their own strengths and interests and learn about jobs in the community.</p>	<p>To learn about the importance of looking after the environment</p>
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Subject: Relationships and Health Education				Year group: 2	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview		Overview		Overview	
<p>Within the autumn term, pupils will be asked to recall their knowledge of the five Fundamental British values and will be taught RHE in conjunction with the DfE’s 2020 policy.</p>	<p>Throughout this term, the Created to Love Others topic explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module teaches strategies for developing healthy relationships and keeping safe.</p>	<p>Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p>			

<p>As a result of the RHE curriculum, pupils will recall and revise the purpose of democracy and the school's Mission and Vision statements and core principles.</p> <p>Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>This term, the children will cover the TEN:TEN topics:</p> <ul style="list-style-type: none"> Unit 3: Emotional Well-Being Unit 4: Life Cycles <p>In addition to this, they will further their understanding of equality and diversity through studying other faiths including Islam, Sikhism and Judaism.</p> <p>During parliament week in November, pupils will explore the importance of parliament and their role within society. Pupils will develop oracy skills as they discuss key topics and present their ideas and opinions in a class debate.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Throughout this term, pupils will continue to explore the role of family and friends in making us feel happy and secure. They will explore the meaning of commitment and learn that this is important for us during difficult times. Additionally, pupils will discuss the importance of keeping and sharing secrets and the implications of this.</p> <p>This term the children will cover the TEN:TEN topics:</p> <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 3: Keeping Safe <p>In addition to this, pupils will be educated about the benefits and difficulties of the internet and the ability for anybody to publicly publish information online. Furthermore, they will demonstrate an increasing understanding of the boundaries of consent.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Pupils will learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p> <p>This term the children will cover the TEN:TEN topics:</p> <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Living in the Wider World <p>Building on computing online safety lessons, pupils will continue to learn that online safety is an integral part of our society today. Through this unit of work, pupils will understand that they should stay safe online by choosing websites that are good for them to visit and avoid sites that are inappropriate.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>
<p>Learning Breakdown</p>	<p>Learning Breakdown</p>	<p>Learning Breakdown</p>
<p>Mission and Vision:</p> <p>To understand the school's ethos and establish expectations for the year ahead.</p> <p>Created and Loved by God:</p>	<p>Created to Love Others:</p> <p>We are part of God's family;</p> <p>Saying sorry is important and can mend friendships;</p> <p>Jesus cared for others and had expectations of them and how they should act;</p>	<p>Created to Live in Community:</p> <p>That God is love: Father, Son and Holy Spirit;</p> <p>That being made in his image means being called to be loved and to love others.</p> <p>To know what a community is, and that God calls us to live in community with one another;</p>

<p>We are created individually by God;</p>	<p>We should love other people in the same way God loves us.</p>	<p>A scripture illustrating the importance of living in community as a consequence of this;</p>
<p>God wants us to talk to Him often through the day and treat Him as our best friend;</p>	<p>Keeping Safe:</p>	<p>Jesus' teaching on who is my neighbour.</p>
<p>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;</p>	<p>To understand safe and unsafe situations, including online.</p>	<p>Living in the Wider World:</p>
<p>We are created as a unity of body, mind and spirit: who we are matters and what we do matters;</p>	<p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p>	<p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</p>
<p>We can give thanks to God in different ways.</p>	<p>How to resist pressure when feeling unsafe.</p>	<p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p>
<p>Emotional Wellbeing:</p>	<p>To know that they are entitled to bodily privacy;</p>	<p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.);</p>
<p>That it is natural for us to relate to and trust one another;</p>	<p>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.</p>	<p>About what harms and what improves the world in which we live.</p>
<p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</p>	<p>Medicines are drugs, but not all drugs are good for us.</p>	<p>Relationships – Online and Being Safe:</p>
<p>A language to describe our feelings</p>	<p>Alcohol and tobacco are harmful substances.</p>	<p>To identify ways to stay safe online.</p>
<p>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.</p>	<p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p>	<p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p>
<p>Simple strategies for managing feelings and for good behaviour;</p>	<p>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p>	<p>To learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>
<p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</p>	<p>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p>	<p>To know that for most people the internet is an integral part of life and has many benefits.</p>
<p>That Jesus died on the cross so that we would be forgiven.</p>	<p>Some basic principles of First Aid</p>	<p>To know 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.</p>
<p>Life Cycles:</p>	<p>Relationships – Online and Being Safe: (National Online Safety Day - February)</p>	<p>Democracy through Fundamental British Values:</p>
<p>Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p>	<p>Discover and explore the yearly National Online Safety Day theme.</p>	<p><i>Exploring and investigating current affairs as and when they occur.</i></p>
<p></p>	<p>To recognise 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.</p>	<p>To recognise diversity in the community.</p>
<p></p>	<p>To know how to recognise and report feelings of being unsafe.</p>	<p></p>

<p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths’ Week) – November:</p> <p>To understand the difference between someone being unkind and bullying.</p> <p>To know that the rules and principles for keeping safe online.</p> <p>To know how to recognise risks, harmful content and contact, and how to report them.</p> <p>Democracy through Fundamental British Values:</p> <p>Parliament week – November – To understand what parliament is and what their role is within our society.</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p>	<p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To recognise and identify moral rights in society.</p> <p>To identify coping strategies to support mental health and well-being.</p>	
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Subject: Relationships and Health Education				Year group: 3	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Within the autumn term, pupils will be asked to recall their knowledge of the five Fundamental British values and will be taught RHE in conjunction with the DfE’s 2020 policy. As a result of the RHE curriculum, pupils will recall and revise the purpose of democracy and the school’s Mission and Vision statements and core principles.</p>	<p>Throughout this term, the focus shifts to allow pupils to recognise that democracy should be fair throughout all countries. Pupils will explore and begin to understand the importance of a democracy and compare countries that do not have free and fair elections.</p> <p>In addition to this, pupils will be educated about the benefits and difficulties of the internet, explore rules and guidelines and identify risks of social media. Furthermore, pupils will demonstrate an increasing understanding of the</p>	<p>Elections usually happen in and around May/June time and the school community room is often used a polling station. Consequently, pupils will explore the importance of elections and will participate in a mock election in school. Pupils will develop oracy skills as they discuss key topics and present their ideas and opinions in a class debate.</p> <p>Pupils will also learn about the importance of taking care of themselves both physically and mentally. Mental health is an imperative theme in the current</p>			

<p>In addition to this, they will develop a sense of respect for others and further their understanding of equality and diversity because of studying other faiths including Islam, Sikhism and Judaism.</p> <p>An important aspect of this term is to understand the importance of a healthy and balanced lifestyle. Pupils will identify ways in which they can stay fit and healthy and explore the risk associated with leading an unhealthy lifestyle.</p> <p>Pupils will explore current affairs throughout the term.</p>		<p>boundaries of consent and how to express their concerns when they are worried.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>		<p>climate and pupils will develop strategies to help support their mental wellbeing. Pupils will continue to develop an awareness on online bullying and identify ways of reporting this type of behaviour.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision:</p> <p>To understand the school's ethos and expectations for the year ahead.</p> <p>Families and Friendships:</p> <p>To explore 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.</p> <p>To understand and use the conventions of courtesy and manners.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:</p> <p>To explore 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.</p>		<p>Families and Friendships:</p> <p>To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>Relationships – Online and Being Safe:</p> <p>To explore the importance of self-respect and how this links to their own happiness the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To understand each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Physical Health and Mental Wellbeing:</p> <p>To recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>		<p>Families and Friendships:</p> <p>To understand 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.</p> <p>Relationships – Online and Being Safe:</p> <p>To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To understand 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.</p> <p>Physical Health and Mental Wellbeing:</p>	

<p>Physical Health and Mental Wellbeing:</p> <p>To recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Cross-curricular link to science:</p> <p>To explore the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To understand 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.</p> <p>To explore the risks associated with an inactive lifestyle (including obesity).</p> <p>To understand how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To understand how to set personal goals.</p>	<p>To understand why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Cross-curricular link to science:</p> <p>To understand what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To explore the principles of planning and preparing a range of healthy meals.</p> <p>To recognise 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).</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To recognise that different jobs require different skills, and address job stereotypes.</p>	<p>To explore that the internet can sometimes be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To recognise 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.</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To understand the value of rules and laws.</p> <p>To explore rights, freedoms and responsibilities.</p>
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Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Within the autumn term, pupils will be asked to recall their knowledge of the five Fundamental British values and will be taught RHE in conjunction with the DfE's 2020 policy.</p> <p>As a result of the RHE curriculum, pupils will recall and revise the school's Mission and Vision statements and core principles. Additionally, pupils will explore their online relationships and how people's conduct can influence how people perceive them in the real world. Furthermore, pupils will begin to understand that not everything they see online can be believed and that people may pretend to be someone they are not.</p> <p>In addition to this, pupils will explore different forms of wellbeing and self-care techniques to provide them with enough rest and help tackle a feeling of loneliness.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>This term, pupils will begin by focusing on healthy and positive relationships. It will help pupils to explore and consider relationships which make them feel unhappy and discuss how to seek help if they ever feel unsafe.</p> <p>As the term progresses, the focus will focus more to online topics. It will begin with pupils exploring how information and data is shared and how it can be used to give both positive and negative outcomes. Additionally, pupils will consider their online relationships and understand the potential dangers of forming friendships with people they have never met before.</p> <p>Finally, pupils will understand that the internet, despite its many negative and potential dangers, plays a large part in society and can have many benefits. In addition to this, pupils will understand the links between inactivity and potential health risks this may cause and will learn the important of an active lifestyle.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Within the summer term, pupils will be identifying the different types of bullying and gaining an understand of how this can be tackled. Furthermore, pupils will explore the key characteristics of a good friendship.</p> <p>Later in the term, pupils will begin to recognise that some boundaries are important in a friendship and identify what these boundaries could be. Additionally, pupils will develop an understanding of what abuse may look like and how they can get support or make a report, if they do have concerns both in an online and offline setting.</p> <p>The term will finish with pupils studying the importance of dental health and the benefit of oral hygiene, which will be supported in their science topic, Animals including Humans.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>			
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision:</p> <p>To understand the school's ethos and expectations for the year ahead.</p> <p>Families and Friendships:</p>	<p>Families and Friendships:</p> <p>To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>Families and Friendships:</p> <p>To recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>			

To recognise 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.

Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:

To understand that people sometimes behave differently online, including by pretending to be someone they are not.

To recognise 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.

Physical Health and Mental Wellbeing:

To understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

To recognise that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Democracy through Fundamental British Values:

Exploring and investigating current affairs as and when they occur.

To understand what makes a community and understand that this stems from shared responsibilities.

Relationships – Online and Being Safe:

To understand how information and data is shared and used online.

To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.

Physical Health and Mental Wellbeing:

To understand that, for most people, the internet is an integral part of life and has many benefits.

To assess the risks associated with an inactive lifestyle (including obesity).

Democracy through Fundamental British Values:

Exploring and investigating current affairs as and when they occur.

To recognise some decisions which could be made about money.

To understand how to use and keep money safe..

To understand 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.

Relationships – Online and Being Safe:

To recognise what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

To understand how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Physical Health and Mental Wellbeing:

To identify where and how to report concerns and get support with issues online.

To understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

Democracy through Fundamental British Values:

Exploring and investigating current affairs as and when they occur.

Subject: Relationships and Health Education				Year group: 5	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Within the autumn term, pupils will be asked to recall their knowledge of the five Fundamental British values and will be taught RHE in conjunction with the DfE's 2020 policy.</p> <p>As a result of the RHE curriculum, pupils will recall and revise the purpose of democracy and the school's Mission and Vision statements and core principles.</p> <p>At the start of the year, pupils will learn about the importance of democracy when they vote for who they would like to represent them as School Councillor. In addition, during Parliament Week in November, pupils will explore the importance of parliament and their role within society. They will develop oracy skills as they discuss key topics and present their ideas and opinions in a class debate.</p> <p>In addition to this, pupils will further their understanding of equality and diversity through studying Judaism in R.E. They will also learn to appreciate equality and diversity through the celebration of Black History Month in October. During this time, learners will research Nelson Mandela and they will write a biography about him in English, explaining how he helped to end discrimination in South Africa.</p> <p>The 'Me, My Body and My Health' topic will help children to understand and prepare for the changes they will experience as they begin and progress through puberty.</p>		<p>During this term, pupils will learn about managing finance. Pupils will learn that money is often borrowed to make purchases, and that there are risks associated with this. They will learn about the importance of budgeting to manage their money, and how saving can allow people to buy things in the future.</p> <p>Through studying the 'Personal Relationships' topic, pupils will learn to appreciate they have rights and that they should be able to make choices, without being pressured. Pupils will learn strategies they can adopt to resist pressure from others, both online and in-person.</p> <p>Pupils will continue to explore current affairs throughout the term, and they will revise ways in which they can stay safe online.</p>		<p>Following on from last term's money topic, pupils will prepare for the future by recognising the importance of pay, earnings, National Insurance contributions and pensions through the analysis of a series of pay slips.</p> <p>The 'Living in the Wider World' topic will support teaching in R.E. Pupils will learn how they can live as one of God's children, showing love and support to others and promoting sustainability to help the environment.</p> <p>Later this term, pupils will begin their transition to Year 6, learning about what will be expected of them, and what they can expect, as they progress through the year towards their move to secondary school. They will meet their new teacher and they will have the chance to ask any questions they have. Pupils will learn that change and transition will continue to be a part of life, and there are strategies they can adopt to support them through these transitions.</p> <p>Pupils will continue to explore current affairs throughout the term, and they will revisit the importance of being kind and responsible online.</p>	

Pupils will continue to explore current affairs throughout the term, and they will learn and recall how to stay safe online.					
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision:</p> <p>To understand the school's ethos and expectations for the year ahead.</p> <p>Religious Understanding:</p> <p>To know we were created individually by God who cares for us and wants us to put our faith in Him.</p> <p>To understand that physically becoming an adult is a natural phase of life.</p> <p>To identify the changes will happen during puberty and to know they are all part of God's great plan.</p> <p>Me, My Body and My Health:</p> <p>To explain how human beings are different to other animals.</p> <p>To describe the unique growth and development of humans, and the changes that girls will experience during puberty.</p> <p>To understand the need to respect their bodies as a gift from God to be looked after well, and treated appropriately.</p> <p>To recognise the need for modesty and appropriate boundaries.</p> <p>To understand that good choices have a positive impact on health: e.g. rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p> <p>Democracy through Fundamental British Values:</p> <p>To revise the five Fundamental British Values and their purpose alongside the school's Mission and Vision statements.</p>	<p>Managing Finance:</p> <p>To name the different ways in which purchases can be made.</p> <p>To know that money can be borrowed, but there are risks associated with this.</p> <p>To explain the difference between manageable and unmanageable debt.</p> <p>To explain how and why money can be saved.</p> <p>Religious Understanding:</p> <p>To understand that physically becoming an adult is a natural phase of life.</p> <p>Personal Relationships:</p> <p>To understand that pressure comes in different forms, and what those different forms are;</p> <p>To identify strategies that can be used to resist pressure.</p> <p>To understand what consent and bodily autonomy means.</p> <p>To discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p>To discuss how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions.</p> <p>To apply this approach to personal friendships and relationships</p>	<p>Earnings and Deductions:</p> <p>To understand that people should be paid fairly for the work they do.</p> <p>To identify deductions on a pay slip and explain why these are made.</p> <p>To know that saving for a pension allows people to pay for things when they retire from work.</p> <p>Religious Understanding:</p> <p>To identify the changes will happen during puberty and to know they are all part of God's great plan.</p> <p>Living in the Wider World:</p> <p>To learn and apply the principles of Catholic Social Teaching to current issues.</p> <p>To find ways in which God's message and love can be spread in the community.</p> <p>Transition:</p> <p>To understand the changes that can occur throughout life.</p> <p>To learn and share strategies that can be used to manage change.</p> <p>To discuss and comment on the expectations of Year 6.</p>			

To recall which political party is in power and who the Prime Minister is.

To recall the name of our local MP.

To recognise that Nelson Mandela changed South Africa for the better and that humans should live together in a united way, but historically, this hasn't happened.

Subject: Relationships and Health Education				Year group: 6	
Autumn		Spring		Summer	
1	2	1	2	1	2

Overview	Overview	Overview	Overview	Overview	Overview
<p>The Year 6 programme of study builds upon similar themes that were covered in Year 5 and earlier in KS2. Pupils are exposed to a range of topics, which cover various aspects of life: health and wellbeing, relationships, living in the wider world and British Values. The lessons follow the same pattern each term but also allow for incidental lessons according to world events and current affairs e.g., general elections etc.</p> <p>Within the autumn term, pupils will develop an understanding of what constitutes a healthy and stable relationship. Pupils will be encouraged to reflect on their relationships and assess the value that they hold.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Throughout this term, pupils will continue to develop their understanding of relationships and how they should be rooted in mutual respect. Pupils will cover statutory elements of the RHE curriculum, in terms of relationships and the changes that they will go through during adolescence and how a baby is conceived and born.</p> <p>As pupils develop independence in the wider world, they will engage in finding strategies to respond appropriately to change and danger. Pupils will access learning which encompasses the development of self-knowledge, self-esteem and self-confidence.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>In their final term, pupils will start to recognise the importance of permission and data. They will develop their understanding of discerning consumer and how information exposed to them has been carefully selected, based on information stored from search engines or communications.</p> <p>Pupils will work on Fundamental British values and focus on developing their understanding for: Rule of Law; individual liberty, mutual respect and tolerance. They will learn that they have a relationship and responsibility with others around the world. During this term, pupils will engage in discussions which highlight online safety and ensure that they understand their virtual footprint and the effects that this can have.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>			
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision:</p> <p>To understand the school's ethos and expectations for the year ahead.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:</p> <p>To know that people sometimes behave differently online, including by pretending to be someone they are not. Other aspects of online safety and digital citizenship are embedding throughout subsequent units.</p> <p>Physical Health and Mental Wellbeing:</p> <p>To learn that they are individuals made in the image and likeness of God, developing an understanding of the importance of valuing themselves as the basis for personal relationships.</p>	<p>Relationships – Online and Being Safe:</p> <p>To identify ways in how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>Physical Health and Mental Wellbeing:</p> <p>To understanding that 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.</p>	<p>Families and Friendships:</p> <p>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.</p> <p>To understanding the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Relationships – Online and Being Safe:</p> <p>To ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To have a clear understanding of where to get advice e.g., family, school and/or other sources.</p>			

<p>To learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.</p>	<p>To learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth. This links to prior learning in Year 5.</p>	<p>Physical Health and Mental Wellbeing:</p> <p>To identify that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>
<p>To learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. To discuss how they may be affected by what they see online, including pornography.</p>	<p>To learn the purpose for sexual intercourse within the context of marriage, and to understand that in Christian teaching, this is God's plan for the place of sex within a relationship.</p>	<p>To investigate how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>
<p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p>	<p>Relationships – Online and Being Safe:</p> <p>To learn strategies for more complex experiences of relationships and conflict.</p>	<p>To be clear on where and how to report concerns and get support with issues online.</p>
<p>To learn about the UN Declaration of Human Rights, which are rights for all people, and to explore and discuss the Rights of the Child, with an emphasis on how we should treat others.</p>	<p>To identify and understand how to respond to spoken and unspoken pressure, the concept of consent and how our thoughts and feelings have an impact on how we act.</p>	<p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p>
<p>To learn about democracy, linking to learning in about Ancient Greece, and to learn how our government and political system is organised.</p>	<p>To learn how to make safe and sensible decisions about what online content they should and shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material.</p>	<p>To learn that they have a relationship with the wider world and are called to love others in the wider community through service, through dialogue and through working for the Common Good. This unit links to Catholic Social Teaching and the RE topic 'Universal Church'.</p>
<p>To learn about democracy, linking to learning in about Ancient Greece, and to learn how our government and political system is organised.</p>	<p>To understand the four types of abuse: sexual, physical, emotional and neglect. To know how to spot each type of abuse and who they can go to for help.</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>
<p>To learn about democracy, linking to learning in about Ancient Greece, and to learn how our government and political system is organised.</p>	<p>Cross-curricular link to science</p> <p>To show a common understanding of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>To develop an initial understanding of the concepts of interest, loan, debt and tax and a person's contribution to society through VAT.</p>
<p>To learn about democracy, linking to learning in about Ancient Greece, and to learn how our government and political system is organised.</p>	<p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p>	<p>To develop an initial understanding of the concepts of interest, loan, debt and tax and a person's contribution to society through VAT.</p>
<p>To learn about democracy, linking to learning in about Ancient Greece, and to learn how our government and political system is organised.</p>	<p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>To develop an initial understanding of the concepts of interest, loan, debt and tax and a person's contribution to society through VAT.</p>

To understand how decisions regarding the distribution of resources are made and how these choices impact and affect groups of people. This unit links to Catholic social teaching and focuses on concepts such as Fair Trade.

