Subject: Relationships and Health Education

The Relationships and Health Education programme is taught in discrete weekly lessons, wherever possible. St. Joseph's Catholic Infant and Junior School are supported to deliver RHE through the use of two additional platforms. 10:10 Life to the Full and the PSHE Association. The content from 10:10 is taught in Reception, Year 1, Year 3 and Year 5.
Additional content from the PSHE Association is taught within Year 2, Year 4 and Year 6. Together, this forms a cohesive RHE programme taught through the lens of Catholicity.
Content in yellow is taken from the pre-2025 standards, but is deemed worthy, based on local context, to be taught within our 2026 onwards, curriculum.
St. Joseph's Catholic Infant and Junior School had already taught financial and civic awareness, as well as 'research aware' school – championing the work of the National Institute of Health and Care Research (NIHR).
The above strategy, works in partnership with the school's career programme, where an annual career week takes place, with a focus pertinent to the context of the pupils (e.g. academia, trades, construction health, computer science.
Overall, the regularity of the lessons, matched with a suitable balance between in-house and external expertise ensures our pupils are well-equipped for life in modern Britain.

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. Pupils 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: Reception

Autumn		Spring		Summer	
1	2	1	2	1	2
Unit 1 Religious Understanding Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being Unit 4 Life Cycles	Unit 1 Religious Understanding Unit 2 Personal Relationship	Unit 3 Life Online Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Mission and Vision: To recognise that we follow St. Joseph's virtues which are named in our school mission/vision statement and to know that they help us to live in harmony with one another . **Myself:** To recognise the Colour Monster's emotions and develop their emotional literacy vocabulary by naming an equivalent emotion which defines how they feel. **Created By God:** To recognise that we are made in God's image and likeness and they can define what makes them special. **Relationships and Being Safe:** To recognise the word 'bullying' as a word which is linked to a negative behaviour. To demonstrate care and concern for other children and their friends. To develop an appreciation for staying safe on the internet when accessing YouTube and during times of public celebration e.g. Bonfire Night. **Democracy through fundamental British Values:** To develop an understanding of the four rules of Reception (I am kind, I share, I listen and I tidy)		**Families:** To understand that families are made-up of different beings and that some children have extended family in other countries **Health and Wellbeing:** To recognise the importance of good oral hygiene and importance of teeth brushing – understanding the importance of decay and plaque and the consequences of too much sugar/acidic foods To choose ingredients for a healthy snack and identify an increasing array of fruit and vegetables **Democracy through fundamental British Values:** As part of the school's career strategy, listen to external speakers and learn about their job roles, beginning to recognise what they might aspire to be when they are older. To develop an appreciation of how we should treat one another e.g. rules of society – particularly with reference to visitors to school, elderly people, offering seats to one another, opening doors for one another.		**Overall Wellbeing:** To know and talk about the different factors that support their overall wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. To remember rules for safety including: knowing their address, using 999 and how to use a mobile phone in an emergency situation. **Relationships:** To show empathy and think about the perspectives of others. To develop strategies to challenge undesirable behaviour towards others. **Democracy through fundamental British Values:** To understand about the importance of how to be responsible when caring for living creatures. **Transition:** To prepare and be ready for a move to Year 1 with planned transition activities To reflect on the achievements of the year and aspirations for Y To talk about worries and the things the children are looking forward to in Y1	
Mission and Vision:		**Unit 1:**		**Unit 1:**	

Understand the school's ethos and expectations for the year ahead.

Unit 1:
Created and Loved by God – Religious Understanding
Children will know that:

- **We are created individually by God as part of His creation plan**
- **We are all God's children and are special**
- **Our bodies were created by God and are good**
- **We can give thanks to God!**

Unit 2:
Me, My Body, My Health
Children will learn that:

- **We are each unique, with individual gifts, talents and skills.**
- **Whilst we all have similarities, we are made in God's image**
- **That their bodies are good and made by God**
- **The names of the parts of the body (not genitalia)**
- **That our bodies are good and we need to look after them**
- **What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene – (including physical activity, dental health and healthy eating) NHS Objective;**
- **The importance of sleep, rest and recreation for our health;**
- **How to maintain personal hygiene.**

Unit 3:
Emotional Wellbeing
Children will learn that:

- **We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)**
- **It is natural for us to relate to and trust one another**
- **A language to describe their feelings**
- **An understanding that everyone experiences feelings**
- **An understanding that feelings are neither good nor bad; they give us information about what we are experiencing**
- **Simple strategies for managing feelings**
- **How feelings can affect actions, and that actions have consequences**
- **Simple strategies for managing emotions and behaviour**
- **That we have choices and these choices can impact how we feel and respond.**
- **We can say sorry and forgive like Jesus**

Unit 4:
Life Cycles
Children will learn that:

- **That there are natural life stages from birth to death, and what these are**

Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:
To recognise the word 'bullying' as a word which is linked to a negative behaviour.

Cross-curricular link to science:

Created and Loved by God – Religious Understanding
Children will know that:

- We are part of God's family
- Jesus cared for others and wanted them to live good lives like Him
- We should love other people in the same way God loves us

Unit 2:
Personal Relationships
Children will learn that:

- To identify special people (e.g. parents, carers, friends) and what makes them special
- The importance of the nuclear family and of the wider family
- The importance of being close to and trusting 'special people', and telling them when something is troubling them
- How their behaviour affects other people and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- About different types of teasing and that all bullying is wrong and unacceptable
- How their behaviour affects other people and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- About different types of teasing and that all bullying is wrong and unacceptable

Unit 3:
Life Online
Children will learn that:

- That the internet connects us to others
- That the internet helps us in lots of ways
- Only Jesus can help us with everything
- About safe and unsafe situations online.
- That they can ask for help from their special people.

Unit 4:
Life Online
Children will learn that:

- About safe and unsafe situations outdoors and indoors.
- That they can ask for help from their special people.
- That they are entitled to bodily privacy
- That they can and should be open with 'special people' they trust if anything troubles them
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest
- Medicines should only be taken when a parent or doctor gives them to us.
- Medicines are not sweets.

Religious Understanding
Children will know that:

- 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
- What a community is, and that God calls us to live in community with one another
- A Scripture illustrating the importance of living in a community
- No matter how small our offerings, they are valuable to God and He can use them for His glory.

Unit 2:
Living in the Wider World
Children will know that:

- That they belong to various communities, such as home, school, parish, the wider local area, nation and the 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.)
- About what harms and what improves the world in which they live

Democracy through Fundamental British Values (typically election time):
Exploring and investigating current affairs as and when they occur.
To learn about the importance of looking after the environment

Transition:
To prepare and be ready for a move to Year 1 with planned transition activities
To reflect on the achievements of the year and aspirations for Y
To talk about worries and the things the children are looking forward to in

To know our body parts. **Democracy through Fundamental British Values:** **Exploring and investigating current affairs as and when they occur.** **To understand what rules are.** **To understand how we care for others.**	• We should always try to look after our bodies, because God created them and gifted them to us. • There are lots of people who do jobs to help us • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • Paramedics help us in a medical emergency • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance	

Year group: 1

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Module 1 Created and Loved by God		Module 2 Created to Love Others		Module 3 Created to Live in Community	
Unit 1 Religious Understanding Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being Unit 4 Life Cycles	Unit 1 Religious Understanding Unit 2 Personal Relationship	Unit 3 Life Online Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Pupils will begin the year by recapping our school mission and vision and considering the ways they can show this through their choices and interactions with others. 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 2026 guidance. 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. Children will understand that they are unique and give examples of some of the things which are special about them. In addition to this, they will further their understanding of equality and diversity through studying other faiths.		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. 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. British values will be revisited and further taught throughout the term. Pupils will continue to explore current affairs throughout the term.		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. 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. Pupils will continue to explore current affairs throughout the term, particularly linked to elections and democracy.	
Learning Breakdown		Learning Breakdown		Learning Breakdown	

Mission and Vision:
To understand the school's ethos and expectations for the year ahead including fundamental British values – explore the phrase 'significance in God's world'.

Unit 1:
I Am Unique
Children will know that:

- Engage with teacher-led questions and paired interactions
- Be given the opportunity to reflect on what makes them unique through an activity called 'My Special Box'
- Join in with learning the chorus of the song, 'Touch Your Knees, Touch Your Toes'

Unit 2:
Girls and Boys
Children will learn that:

- That our bodies are good
- The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)
- That girls and boys have been created by God to be both similar and different, together making up the richness of the human family
- That our bodies are good
- The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)
- That girls and boys have been created by God to be both similar and different, together making up the richness of the human family

Unit 3:
Clean and Healthy (My Body)
Children will learn that:

- 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
- Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character
- How feelings can affect actions, and that actions have consequences
- How feelings can affect actions, and that actions have consequences
- Simple strategies for managing emotions and behaviour
- That we have choices and these choices can impact how we feel and respond.
- We can say sorry and forgive like Jesus

Unit 4:
Life Cycles
Children will learn that:

- Learn and appreciate that there are natural life stages from birth to death, and what these are
- What 'death' means
- About some feelings often connected with grief

Unit 1:
Religious Understanding
Children will know that:

- 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

Unit 2:
Personal Relationships
Children will learn that:

- 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
- How their behaviour affects other people, and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- About different types of teasing, and that all bullying is wrong and unacceptable
- 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
- That when we are unkind to others, we hurt God also and should say sorry to Him as well
- That we should forgive like Jesus forgives

Unit 3:
Life Online
Children will learn that:

- 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
- That when we are unkind to others, we hurt God also and should say sorry to Him as well
- That we should forgive like Jesus forgives
- Understand safe and unsafe situations, including online.
- Ask for adult help with anything that worries them or makes them feel unsafe

Unit 4:
Life Online
Children will learn that:

- 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

Unit 1:
Religious Understanding
Children will know that:

- God is love: Father, Son and Holy Spirit
- Being made in His image means being called to be loved and to love others
- 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 neighbours

Unit 2:
Living in the Wider World
Children will know that:

- That they belong to various communities, such as home, school, parish, the wider local area, nation and the 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.)
- About what harms and what improves the world in which they live

Democracy through Fundamental British Values (typically election time):
Exploring and investigating current affairs as and when they occur.
To learn about the importance of looking after the environment

To learn about the importance of looking after the environment

There will be a discrete Careers week, focussed on developing pupils' aspirations as well as their understanding of qualifications; the broad aim is to ensure that they understand the importance of their contribution to society.

• What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving **Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:** To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **Cross-curricular link to science:** To know our body parts. **Democracy through Fundamental British Values:** *Exploring and investigating current affairs as and when they occur.* To understand what rules are. To understand how we care for others.	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. • Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume. • About what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade. • To call 999 in an emergency and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999 • Some basic principles of First Aid **Democracy through Fundamental British Values:** *Exploring and investigating current affairs as and when they occur.* To explore their own strengths and interests and learn about jobs in the community.	

Subject: Relationships and Health Education				**Year group: 2**	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview		Overview		Overview	
General Health and Wellbeing	General Health and Wellbeing and Keeping Safe Online	Me, my body and staying safe	Money and work	Keeping safe outside the home	Looking back and moving on
This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	This unit consolidates learning this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
Learning Breakdown		Learning Breakdown		Learning Breakdown	

Mission and Vision:
To understand the school's ethos and expectations for the year ahead including fundamental British values – explore the phrase 'significance in God's world'.

Mental Health and Wellbeing
L1: To learn about thoughts and feelings and how noticing them can be helpful.
L2: To identify different distractions and understand how they can affect thoughts, feelings and behaviour.
L3: To understand how thoughts can influence feelings and how feelings can change over time.
L4: To recognise unhelpful thoughts and explore strategies for managing them positively.
L5: To recognise the difference between reactions and responses and choose positive ways to respond to situations.

Change, Loss and Grief
L1: To understand that change is a normal part of life and recognise some feelings that changes can bring.

Keeping Safe Online
CEOP: Jessie and Friends (KS1)
L1: To recognise that not everything online is suitable for children and know what to do if something worries or upsets me.
L2: To understand that personal information and pictures should only be shared with the help of a trusted adult.
L3: To recognise how to stay safe when playing games online and know who can help if something makes me feel uncomfortable.

BBFC: Watch Out! (KS1)
L1: To understand how age ratings help us make safe and appropriate viewing choices.
L2: To identify trusted adults who can help me make safe viewing choices and know what to do if I see something unsuitable.

Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:
To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Cross-curricular link to science:
To know our body parts.

Democracy through Fundamental British Values:
Exploring and investigating current affairs as and when they occur.
To understand what rules are.
To understand how we care for others.

Me, my body and staying safe: Changing and growing up – KS1
L1: To learn who the special people in our lives are and how they help, care for and support us.
L2: To learn about the stages of the human life cycle and how people grow and change over time.
L3: To learn that everybody's body is unique and to recognise the names of the main body parts including names of private body parts.

NSPCC: Talk PANTS – ages 5-7
L1: To learn the NSPCC PANTS rules and understand how they help us stay safe and know our rights over our own bodies.
L2: To learn how to speak to a trusted adult if we feel worried, unsafe or confused about something, and to practise using the PANTS rules in different situations.

Keeping Safe:
To know the difference between safe and unsafe situations, including when using the internet and digital devices.
To know the difference between good surprises and secrets that may make us feel worried, and that we should tell a trusted adult if something troubles us.
To know how to say no and seek help if they feel pressured, uncomfortable or unsafe.
To know that their body belongs to them and that they have a right to privacy.
To know that there are trusted adults they can go to for help, including parents, carers, teachers and their parish priest.
To know that medicines are drugs that can help us when used correctly, but that not all drugs are safe or good for us.
To know that alcohol and tobacco can be harmful to our health.
To know that our bodies are gifts from God and that we should care for them by making healthy and safe choices.

Money and Work
The Careers and Enterprise - Company: Careers explorers – KS1
L1: To learn about our own strengths, skills and interests, and how these can help us in different jobs and activities.
L2: To learn about a variety of jobs people do and how different roles help our community

Money and Wellbeing – KS1
L1: To learn what money is, where it comes from and how people use it to buy goods and services.
L2: To learn that people make different choices about spending and saving money, and that money is not unlimited

Emergency Situations and First Aid
- To know how and when to call 999 in an emergency and ask for the correct emergency service.
- To understand the difference between an emergency and a situation that requires basic first aid.
- To recognise and apply some basic principles of first aid to help keep people safe.

Safety Outside the Home
Road and rail safety – KS1
L1: To learn how to cross the road safely and make sensible decisions near traffic
L2: To learn how to stay safe around railways and understand the dangers that railway environments can present

Emergencies
Water safety - KS1
To learn how to stay safe near water and what to do if they see someone in difficulty

Environment agency: Caring for the environment
L1: To learn how everyone can help care for the environment and keep shared spaces safe and clean. God made us stewards of the world.

Democracy through Fundamental British Values (typically election time):
Exploring and investigating current affairs as and when they occur.
To learn about the importance of looking after the environment

Looking Back and Moving On
Foundations for Wellbeing:
To revisit and consolidate key learning from the Year 2 through extension and embedding activities.

Embracing change and new challenges – KS1
L1: To learn about the changes that come with moving to a new class and how to manage feelings about new experiences and challenges.

Living in the Wider World:
To know that they belong to different communities, including their family, school, parish, local community, country and the wider world.
To know that everyone has responsibilities at home and can help others through practical tasks and acts of kindness.
To know that we all have a responsibility to care for other people and the world around us.
To know that helping others, supporting charities, recycling and caring for the environment can make a positive difference.
To know that some actions can harm the environment, while others can help to protect and improve it.
To know that their actions can have an impact on people, places and the environment.

Relationships – Online and Being Safe:
To know that for most people the internet is an integral part of life and has many benefits.
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.
To know ways to stay safe when using the internet and digital devices.

	Relationships – Online and Being Safe: *(National Online Safety Day - February)* Discover and explore the yearly National Online Safety Day theme. 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. To know how to recognise and report feelings of being unsafe. **Democracy through Fundamental British Values:** *Exploring and investigating current affairs as and when they occur.* To recognise and identify moral rights in society. To identify coping strategies to support mental health and well-being.	To know that people may behave differently online than they do in person including by pretending to be someone they are not. To know how to respond safely if they are contacted by someone they do not know, both online and offline. To know that they should speak to a trusted adult if something online makes them feel worried, upset or unsafe. To know that the internet is an important part of many people's lives and can be used for learning, communication and entertainment. To know that there are risks online, including bullying, unkind behaviour, harassment and online abuse. To know that negative online experiences can affect a person's feelings and wellbeing. To know that they can take simple steps to protect themselves online and seek help when needed. ***There will be a discrete Careers week, focussed on developing pupils' aspirations as well as their understanding of qualifications; the broad aim is to ensure that they understand the importance of how to contribute to society.***

Subject: Relationships and Health Education				**Year group: 3**	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Module 1 Created and Loved by God		Module 2 Created to Love Others		Module 3 Created to Live in Community	
Unit 1 Religious Understanding Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being Unit 4 Life Cycles	Unit 1 Religious Understanding Unit 2 Personal Relationship	Unit 3 Life Online Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
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. The children will explore their unique value and significance in God's world, recognising that they are loved, created and gifted by God. They will develop an understanding of positive relationships, prayer and the Sacraments, while learning how to care for their physical, emotional and spiritual wellbeing through healthy choices and active lifestyles. Pupils will also explore human growth and development, life cycles, and how faith can support people through change, loss and grief. Throughout the term, children will develop respect, resilience and responsibility, enabling them to become active, caring and informed members of their school community and wider society.		Throughout this term the children will learn that God loves, forgives and cares for everyone. They will explore the importance of positive relationships, understanding how friendship, kindness, respect and forgiveness help people live well together. Pupils will develop the skills to build healthy relationships, resolve disagreements, recognise bullying and know when to seek help from trusted adults. The children will also learn how to stay safe and make responsible choices in both the real world and online. They will understand how to use technology safely, recognise risks, report concerns and protect their wellbeing. Through learning about personal safety, healthy choices, harmful substances and basic first aid, pupils will gain the knowledge and confidence to care for themselves and others, respond appropriately in emergencies and become responsible members of their community. Pupils will continue to explore current affairs throughout the term.		Throughout this term the children will develop an understanding of God's love through the Holy Trinity and learn that they are made in the image and likeness of God, called to love and care for others. They will explore how families, schools, parishes and the wider Church community reflect God's love through charity, generosity and service. Pupils will learn that they belong to a range of communities and have an important role to play within them. The children will also develop their understanding of life in the wider world, learning that God calls His Church to show love and care for others through practical actions. Through exploring Fundamental British Values, current affairs, environmental responsibility, rules, laws, rights and freedoms, pupils will develop an awareness of their responsibilities as citizens and understand how they can contribute positively to their school, local community and the wider world. Pupils will continue to explore current affairs throughout the term.	

Learning Breakdown	Learning Breakdown	Learning Breakdown
Mission and Vision: To understand the school's ethos and expectations for the year ahead including fundamental British values – explore the phrase 'significance in God's world'. **Unit 1:** **Religious Understanding** **Children will learn that:** • **Jesus helped Jairus' daughter, showing his love, care, and power.** • **Jesus loves and cares for everyone.** • **God created each person with love and a special purpose.** • **They can show God's love through their words and actions.** • **Prayer helps us build a relationship with God.** • **Baptism is a special Sacrament that welcomes people into God's family.** • **Reconciliation is a Sacrament that helps us receive forgiveness and grow closer to God.** • **Prayer, the Sacraments, and positive relationships help us feel close to God and experience a foretaste of heaven.** Unit 2: **Me, My Body, My Health** **Children will learn that:** • **Every person is unique, special, and loved by God.** • **People are similar in some ways and different in others, and these differences should be celebrated.** • **God created each person with a unique body and talents.** • **Our bodies are gifts from God and help us do many wonderful things.** • **Boys and girls have similarities and differences that should be respected and valued.** • **People can be different physically, emotionally, and spiritually.** • **It is important to take care of our bodies because they are gifts from God.** • **Good personal hygiene helps us stay clean and healthy.** • **We can make healthy choices that help us look after ourselves.** **Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:**	Unit 1: **Religious Understanding** Children will know that: • That God loves, embraces, guides and forgives us; He 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. Unit 2: **Personal Relationships** Children will learn that: • Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, family and relatives • 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' • 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 • Understand that everyone's needs matter in a healthy relationship. • Know how to set and respect boundaries with friends, family, peers, and adults. • Practise sharing feelings and needs in a calm, kind, and confident way. • Recognise when a relationship feels uncomfortable or unhappy, and know how to ask for help. Unit 3: **Life Online** Children will learn that: • 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. • How to use technology safely	Unit 1: **Religious Understanding** Children will know that: • God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. • The human family reflects the Holy Trinity in mutual charity and generosity. • We are made in the image of God, which means we are made to love God and others, and be loved by God and others. • The human family reflects the Holy Trinity in charity and generosity • The Church family comprises of home, school and parish (which is part of the diocese) **Democracy through Fundamental British Values (typically election time):** *Exploring and investigating current affairs as and when they occur.* To learn about the importance of looking after the environment To understand the value of rules and laws. To explore rights, freedoms and responsibilities. Unit 2: **Living in the Wider World** Children will know that: • That God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. ***There will be a discrete Careers week, focussed on developing pupils' aspirations as well as their understanding of qualifications; the broad aim is to ensure that they understand the importance of qualifications***

To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Unit 3: **Clean and Healthy (My Body)** Children will learn that: • Learn correct naming of genitalia • Learn what changes will happen to boys during puberty • Learn what changes will happen to girls during puberty • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. • That God made us and loves us as we are • Some behaviour is wrong, unacceptable, unhealthy and/or risky. • Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media Unit 4: **Life Cycles** Children will learn that: • That they were handmade by God with the help of their parents. • How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception. • How conception and life in the womb fits into the cycle of life. • Understand what 'death' means • Learn about some feelings often connected with grief • Know what the Christian faith says about death and eternal life • Explore some ways to support themselves and others when they are grieving 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. To explore the risks associated with an inactive lifestyle (including obesity). To understand how and when to seek support including which adults to speak to in school if they are worried about their health. **Democracy through Fundamental British Values:** *Exploring and investigating current affairs as and when they occur.* To understand how to set personal goals.	• 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 Unit 4: **Keeping Safe** Children will learn that: • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • About different kinds of abuse, including 'abuse of private parts' • That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest • What risk means and how to recognise risks and hazards that may cause harm or injury • How to reduce and manage risk responsibly and use rules and boundaries to keep safe around fire, roads, railways, including level crossings, and water, including the water safety code • How to get help or advice if they feel unsafe • Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body. • Know that our bodies are created by God, so we should take care of them and be careful about what we consume. • In an emergency, it is important to remain calm. • Quick reactions in an emergency can save a life. • Children can help in an emergency using their First Aid knowledge. **Cross-curricular link to science:** To understand what constitutes a healthy diet (including understanding calories and other nutritional content). To explore the principles of planning and preparing a range of healthy meals. 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). **Democracy through Fundamental British Values:** *Exploring and investigating current affairs as and when they occur.* To recognise that different jobs require different skills, and address job stereotypes.	

Subject: Relationships and Health Education		**Year group: 4**
Autumn	Spring	Summer

1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.	This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	This unit focuses on ways in which pupils can look after their bodies, and builds pupils' confidence in using the Talk PANTS rule to keep safe.	This unit supports pupils' understanding of diverse family structures, and how families can change.
Learning Breakdown		Learning Breakdown		Learning Breakdown	
Mission and Vision To understand the school's ethos and expectations for the year ahead including fundamental British values – explore the phrase 'significance in God's world'. **Mental Health and Wellbeing** Foundations for Wellbeing L1: To recognise, name and describe a range of emotions in ourselves and others. L2: To identify things inside and outside ourselves that can distract us from paying attention and learning. L3: explore different ways we think and how our thoughts can affect our feelings and actions. L4: To identify worries and practise different ways to manage them in a healthy and positive way. L5: To use simple strategies that can help us feel calm, focused and ready to learn Change, loss and grief L2: To understand that people respond to change and loss in different ways and can use support and coping strategies to help them through difficult times.	**Exploring Ways to Manage Risk** Firework safety L1: To understand how to stay safe around fireworks and know what to do if we see unsafe situations. Keeping safe at home L1: To recognise hazards at home and explain ways to keep ourselves and others safe. Road and rail safety L3: To make safe decisions when crossing roads independently and to recognise potential dangers. Exploring risk in relation to gambling L1: To understand what risk means and how our choices can have different consequences. Drug education L1: To identify medicines and household products and understand how to use them safely and responsibly. L2: To understand that smoking, vaping and alcohol can affect health and wellbeing, and how to make safe and healthy choices.	**Forming Respectful Relationships** Personal identity L1: To understand what makes us unique and how our identity is shaped by our interests, experiences and relationships. Friendship and bullying L1: To recognise the qualities of a good friend and understand why friendships are important. L2: To identify challenges that can happen in friendships and explore positive ways to resolve them. L3: To understand what bullying is, how it affects people, and how to get help if bullying happens. Belonging and community L2: To understand what it means to belong to a community and how we can contribute positively to the groups we are part of.	**Money Matters and News Literacy** Money and wellbeing L1: To understand the different ways money can be used to buy goods, pay for services, save and share with others. L2: To recognise that people make different choices about money and to understand how spending and saving decisions can affect ourselves and others. Guardian Foundation: NewsWise L4: To recognise that news stories can make people feel different emotions and to understand how to respond to news in a healthy way. L6: To understand that not all information online is true and to begin identifying signs of reliable and unreliable news. L7: To understand that images can influence our opinions and to ask questions about what images are showing us in the news.	**Me and My Body** My Body L2: To understand the importance of personal hygiene and identify ways to keep our bodies clean and healthy. L4: To recognise the importance of privacy, including personal boundaries, and know when it is important to seek help from a trusted adult. NSPCC: Talk PANTS L1: To develop confidence in recognising our rights over our own body and practise speaking up to trusted adults when we feel worried or unsafe. **Democracy through Fundamental British Values (typically election time):** *Exploring and investigating current affairs as and when they occur.* To learn about the importance of looking after the environment	**Families and Growing Together** Families L1: To understand that families provide love, care and support, and that family relationships can be important to our wellbeing. L2: To recognise that families can be different in many ways and that all families deserve respect and kindness. L3: To understand that families can experience change and to explore ways people can manage these changes positively. Committed relationships and family life L1: To understand that marriage and other committed partnerships are relationships between adults who choose to care for and support one another. To understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ***There will be a discrete Careers week, focussed on developing pupils' aspirations as well as their understanding of qualifications; the broad aim is to ensure that they understand the importance how to contribute to society.***

Subject: Relationships and Health Education				Year group: 5	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Module 1 Created and Loved by God		Module 2 Created to Love Others		Module 3 Created to Live in Community	
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 2025 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. 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. 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. Pupils will also consider how media and peer pressure can influence their perception of themselves and develop strategies for making healthy and respectful choices. Pupils will continue to explore current affairs throughout the term, and they will learn and recall how to stay safe online.		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. 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. Pupils will continue to explore current affairs throughout the term, and they will revise ways in which they can stay safe online. They will also revisit the Christian understnading that God calls us to love others and consider how this call can be lived out through our realtionshiips, choices and actions towards others. Additionally, there will also be collaboration between St. Joseph's and the National Institute of Health and Care Research, so that pupils develop their understanding of Civic engagement and responsibility to support research to develop the best outcomes for all.		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. 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. They will apply principles of Catholic Social Teaching to current issues and consider their responsibility to care for the environment and promote sustainability. 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. Pupils will continue to explore current affairs throughout the term, and they will revisit the importance of being kind and responsible online.	
Learning Breakdown		Learning Breakdown		Learning Breakdown	

Mission and Vision:
To understand the school's ethos and expectations for the year ahead.

Democracy through Fundamental British Values:
To revise the five Fundamental British Values and their purpose alongside the school's Mission and Vision statements.
To recall which political party is in power and who the Prime Minister is.
To recall the name of our local MP.

Unit 1:
Religious Understanding
Children will know that:

- We were created individually by God who cares for us and wants us to put our faith in Him.
- Physically becoming an adult is a natural phase of life.
- Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it!

Unit 2:
Me, My Body, My Health
Children will learn that:

- Similarities and differences between people arise as they grow and mature
- By living and working together ('teamwork') we create community.
- There are many different types of family set up
- Self-confidence arises from being loved by God (not status, etc.)
- 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
- That human beings are different 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 dressed appropriately
- The need for modesty and appropriate boundaries
- That human beings are different 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 dressed appropriately
- The need for modesty and appropriate boundaries
- That human beings are different to other animals
- About the unique growth and development of humans, and the changes that boys will experience during puberty

Unit 1:
Religious Understanding
Children will know that:

- That God calls us to love others
- About ways in which we can participate in God's call for us to love others

Unit 2:
Personal Relationships
Children will learn that:

- Pressure comes in different forms, and what some of those different forms are
- There are strategies that they can adopt to resist pressure
- Understand what consent and bodily autonomy means
- Discuss and reflect on different scenarios where it is right to say 'no'
- Understand what consent and bodily autonomy means
- Discuss and reflect on different scenarios where it is right to say 'no'
- Understand what consent and bodily autonomy means
- Discuss and reflect on different scenarios where it is right to say 'no'

Unit 3:
Life Online
Children will learn that:

- That the internet connects us to others
- That the internet helps us in lots of ways
- Only Jesus can help us with everything
- About safe and unsafe situations online.
- That they can ask for help from their special people.

Unit 4:
Keeping Safe
Children will learn that:

- **About safe and unsafe situations outdoors and indoors.**
- **That they can ask for help from their special people.**
- That they are entitled to bodily privacy
- That they can and should be open with 'special people' they trust if anything troubles them
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest.
- Medicines should only be taken when a parent or doctor gives them to us.
- Medicines are not sweets.
- We should always try to look after our bodies, because God created them and gifted them to us.
- There are lots of people who do jobs to help us

Unit 1:
Religious Understanding
Children will know that:

- 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
- What a community is, and that God calls us to live in community with one another
- A Scripture illustrating the importance of living in a community
- No matter how small our offerings, they are valuable to God and He can use them for His glory.

Democracy through Fundamental British Values (typically election time):
Exploring and investigating current affairs as and when they occur.
To learn about the importance of looking after the environment

Unit 2:
Living in the Wider World
Children will know that:

- What a community is, and that God calls us to live in community with one another
- A Scripture illustrating the importance of living in a community
- No matter how small our offerings, they are valuable to God and He can use them for His glory.

Earnings and Deductions:
To understand that people should be paid fairly for the work they do.
To identify deductions on a pay slip and explain why these are made.
To know that saving for a pension allows people to pay for things when they retire from work.
Religious Understanding:
To identify the changes will happen during puberty and to know they are all part of God's great plan.
Living in the Wider World:
To learn and apply the principles of Catholic Social Teaching to current issues.
To find ways in which God's message and love can be spread in the community.

Transition:
To understand the changes that can occur throughout life.
To learn and share strategies that can be used to manage change.
To discuss and comment on the expectations of Year 6.

There will be a discrete Careers week, focussed on developing pupils' aspirations as well as their understanding of qualifications; the broad aim is to ensure that they understand the importance of qualifications

- 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

Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:
To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Unit 3:
Clean and Healthy (My Body)
Children will learn that:

- 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 the media
- Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action
- Learn that some behaviour is wrong, unacceptable, unhealthy or risky
- 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
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.
- 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
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

Unit 4:
Life Cycles
Children will learn that:

- **How a baby grows and develops in its mother's womb**
- **Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us**
- **Basic scientific facts about sexual intercourse between a man and woman**
- **The Christian viewpoint that sexual intercourse should be saved for marriage**
- **About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life**
- That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade
- Paramedics help us in a medical emergency
- First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance

Managing Finance:

To name the different ways in which purchases can be made.

To know that money can be borrowed, but there are risks associated with this.

To explain the difference between manageable and unmanageable debt.

To explain how and why money can be saved.

Religious Understanding:

To understand that physically becoming an adult is a natural phase of life.

Personal Relationships:

To understand that pressure comes in different forms, and what those different forms are;
To identify strategies that can be used to resist pressure.

To understand what consent and bodily autonomy means.

To discuss and reflect on different scenarios in which it is right to say 'no'.
To discuss how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions.
To apply this approach to personal friendships and relationships

Collaboration with the National Institute of Health and Care Research (NIHR) – 5-week study as part of COMIC trial (Collaboration with Wellbeing Initiative)

- **Introduction to research and wellbeing awareness.**
- **What is research?**
- **What is wellbeing and what is considered to be effective wellbeing?**
- **What is our responsibility as per 'civic engagement' and how can we help to co-produce studies for patient and public involvement (PPI)?**

and their impact on future career pathways including apprenticeships, and higher/further education.

• **Some practical ways to manage the onset of menstruation** • **What 'death' means** • **About some feelings often connected with grief** • **What the Christian faith says about death and eternal life** • **Some ways to support themselves and others when they are grieving#** 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
General Health and Wellbeing	Managing Money and Online Spending	Changes in Puberty revisited	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future
Overview	Overview	Overview	Overview	Overview	Overview
This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use	This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.

Learning Breakdown	Learning Breakdown	Learning Breakdown
Mission and Vision: To **u**nderstand the school's ethos and expectations for the year ahead. **Physical Health and Mental Wellbeing:** 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. **Democracy through Fundamental British Values:** *Exploring and investigating current affairs as and when they occur.* 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. To learn about democracy, linking to learning in about Ancient Greece, and to learn how our government and political system is organised. **Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:** 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. **Mental health and wellbeing:** **Foundations for Wellbeing – Y6** L1: To understand that emotions can change in intensity and to use strategies to help regulate emotions effectively. **Families and Friendships:** 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. L2: To understand how distractions can affect concentration and wellbeing and to develop strategies for maintaining focus. L3: To recognise how thinking patterns affect wellbeing and to practise habits that promote positive thinking. L4: To understand the difference between helpful reflection and unhelpful rumination, and to develop strategies for managing worries. L5: To recognise the signs of stress and use healthy coping strategies to support mental wellbeing.	**Changes in Puberty** To understanding the importance of permission-seeking and giving in relationships with friends, peers and adults. 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. L1: To revisit the physical and emotional changes of puberty and understand that everyone experiences puberty differently. 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. L2: To understand how increasing independence brings new responsibilities and to develop strategies for managing change positively. L3: To recognise the features of positive, healthy relationships and understand how respect, trust and communication help relationships to thrive. 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. The sleep factor – KS2 L1: To understand the importance of sleep for physical health, emotional wellbeing and learning, and to identify habits that promote good-quality sleep. **Drug Education: Assessing Risk and Managing Influences:** **Drug education – Y5-6** L1: To understand that medicines can support health when used safely and appropriately, and to recognise the importance of following medical advice. L2: To understand the difference between legal and illegal drugs and recognise how different substances can affect health and wellbeing. L3: To recognise influences and pressures that may affect decision-making and develop strategies for responding confidently and safely. L4: To evaluate how tobacco, vaping and alcohol are presented in the media and understand how media messages can influence attitudes and behaviour. **Physical Health and Mental Wellbeing:** 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.	**Developing Our Understanding of AI** **Understanding AI: Rights, safety and wellbeing – KS2** **Relationships – Online and Being Safe:** 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. To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. 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. L1: To understand what artificial intelligence (AI) is, identify where it is used in everyday life, and recognise some of its benefits and limitations. **Relationships – Online and Being Safe:** To ask for advice or help for themselves or others, and to keep trying until they are heard. To have a clear understanding of where to get advice e.g., family, school and/or other sources. L2: To understand how AI can affect people's rights, privacy and wellbeing, and to recognise the importance of fairness and responsible use. **Physical Health and Mental Wellbeing:** 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. L3: To understand what an AI chatbot is, how it works, and how to use chatbots safely, responsibly and critically. 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. Home office: Digital deception - Understanding deepfakes – Y5-6 To be clear on where and how to report concerns and get support with issues online. L1: To understand what generative AI is, how it creates content, and the positive and negative impacts it can have on individuals and society.

L6: To understand that people experience loss and grief in different ways and to recognise how support can help during difficult times.

Managing Money and Online Spending

Money and wellbeing – Y6

L1: To understand the relationship between money and emotional wellbeing and recognise that wellbeing is influenced by more than financial circumstances

L2: To evaluate advertising and marketing critically and understand how they can influence spending decisions.

L3: To understand what gambling is, why some activities involve risk and chance, and how gambling can affect individuals and families.

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.

L4: To recognise the influences that can affect spending decisions online and develop strategies for making safe, informed choices.

L5: To understand how financial harms can affect wellbeing and know where to seek help and support for money-related concerns.

(School objective) To develop an initial understanding of the concepts of interest, loan, debt and tax and a person's contribution to society through VAT.

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.

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.

Cross-curricular link to science

To show a common understanding of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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.

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 Fairtrade.

L2: To understand the ethical issues surrounding AI-generated images and recognise the importance of honesty, consent and fairness when creating or sharing digital content.

Democracy through Fundamental British Values (typically election time):

Exploring and investigating current affairs as and when they occur.

To learn about the importance of looking after the environment

Relationships – Online and Being Safe:

To learn strategies for more complex experiences of relationships and conflict.

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.

Pick your pics – Y5-6

L1: To evaluate digital images critically and understand that images can be selected, edited or manipulated to influence people's opinions and emotions.

Democracy through Fundamental British Values:

Exploring and investigating current affairs as and when they occur.

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.

There will be a discrete Careers week, focussed on developing pupils' aspirations as well as their understanding of qualifications; the broad aim is to ensure that they understand the importance of how to contribute to society.

Looking To The Future

The Careers and Enterprise

Company: Careers explorers – KS2

L1: To recognise the skills, qualities and strengths that people use in different jobs and identify skills they are developing themselves.

L2: To understand that career choices are influenced by interests, skills, values and opportunities, and that people may have many different careers throughout their lives.

L3: To understand that there are different routes into employment and that learning and skill development continue throughout life.

Embracing change and new challenges

L1: To prepare for the transition to secondary school by recognising opportunities, responsibilities and challenges, and developing strategies to manage change positively.