St. Mary of the Angels Catholic Primary School

A Community of Faith and Learning Following Jesus in all we think, do and say

Relationships & Health Education Policy

Policy approved by	Governing Body
Date of approval	12/10/2025
Next review	October 2026

Our Mission
At St. Mary of the Angels we work together to develop a loving relationship with God and each other, following Jesus in all that we think, do and say.

We aim to provide a broad, balanced and creative curriculum to enable every child to develop their gifts from God and be the best they can be.

We achieve this by:

- creating a welcoming, happy, secure and caring environment in which all can work and achieve their full potential;
- ensuring our broad, balanced and creative curriculum meets the spiritual, emotional, moral, intellectual, social and physical needs of all pupils and prepares them for the responsibilities of adult life;
- developing a spirit of care, generosity, forgiveness and equal opportunity within our multicultural community through prayer and living our faith;
- worshipping together as a community, celebrating meaningful and appropriate liturgy
- ensuring that the prayer life of all in our school community is nourished, guided and developed

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Health Education (RHE) and our rationale for and approach to RHE in the school.

Implementation and Review of Policy
Implementation of the policy took place after consultation with the Governors in the Summer Term 2021 following a consultation with parents and carers in Spring 2021.
This policy will be reviewed every two years by the Headteacher, RE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2026.

Dissemination
The policy has been given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the policy and associated documents are available to all parents and carers through the school's website and a copy is available in the school office on request. Details of the content of the RHE curriculum will also be published on the school's website in the RHE webpage in the Curriculum section.

Defining Relationship and Health Education (RHE)
The Department for Education guidance on Relationships Education 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". Relationship Education 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 with adults." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

The DfE guidance on Health Education states that the aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

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 RHE 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. Relationships Education 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, RHE will be firmly embedded in the Personal, Social and Health Education (PSHE) framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationships Education 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 and support will be provided to help pupils deal with different sets of values.

Values and virtues
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 and we believe that RHE is an integral part of this education. Furthermore, we 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 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;
- 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;
- age related facts about human reproduction, how love is expressed and is an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life;

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 curriculum.

The school is using Ten Ten's 'Life to the Full Plus' resources, which falls fully in line with this policy.

Programme Structure
'Life to the Full Plus' follows a three-stage structure which is repeated across three different learning stages:

- EYFS is aimed at Nursery and Reception
- Key Stage 1 is aimed at Years 1 and 2
- Lower Key Stage 2 is aimed at Years 3 and 4
- Upper Key Stage 2 is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RHE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

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

Units	Religious Understanding Living in the Wider World

Appendices to this policy provide detailed information about the programme and resources for suggested use across all year groups.

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

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. 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 and carers were consulted before this policy was ratified by the governors which included opportunities for parents to give their views regarding key decisions relating to the content of the school's RHE programme after viewing the Life to the Full resources online. The online resource will continue to be made available to parents and carers so that they may view the resources used by the school in the RHE programme online. Information about the modules being taught will also be shared with parents and carers via the termly curriculum newsletter.

While Relationships Education is compulsory in primary schools, Sex Education is not compulsory and will not be taught at St. Mary of the Angels. We will, however, continue to teach the compulsory elements of the existing science curriculum. As our RHE programme does not include sex education, parents do not have the right to withdraw their child from RHE lessons. We will provide parents and carers of Year 6 pupils' access to the module entitled 'Where Babies Come From' so that they can review the materials and make a decision about whether to share the materials with their child at home. Further information from the Department for Education regarding Relationships and Sex Education including answers to some frequently asked questions can be can be accessed here.

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. 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 education programme lays with the Headteacher and her Senior Leadership Team. The Science Coordinator will also play an integral role in the development of the curriculum and policy.

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 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 'Protocol for Visitors to Catholic Schools'.

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

Governors

- 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.

Headteacher
The Headteacher 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.

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

All Staff
RHE is a whole school issue. All staff 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 Personal, Social, Health and Economic Education (PSHE) framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying and Safeguarding Policy).

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.

Children's questions
The Governing Body 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 and 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.

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 circumstance 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 and evaluate the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work and pupil feedback at regular intervals. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy which will be reviewed annually. The nest review date is October 2024.

Appendix: Relationships and Health Education Curriculum Overview

Life to the Full Plus - Overview

Ten:Ten Resources

EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**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 Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	**Session 1** I Am Me	**Session 1** I Like, You Like, We All Like!	**Session 1** Growing Up	**Session 1** Role Model	**Session 1** Who's Who?	**Session 1** What is the Internet?	**Session 1** Safe Inside and Out	**Session 1** God is Love	**Session 1** Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	**Session 2** All the Feelings!	**Session 2** New People, New Places Classroom Shorts		**Session 2** You've Got A Friend In Me	**Session 2** Playing Online	**Session 2** My Body, My Rules	**Session 2** Loving God, Loving Others	**Session 2** When I Grow Up… Classroom Shorts
		Session 3 Ready Teddy?	**Session 3** Let's Get Real			**Session 3** Forever Friends		**Session 3** Feeling Poorly		**Session 3** 'Money Doesn't Grow On Trees' Classroom Shorts
								Session 4 People Who Help Us		

Life to the Full Plus - Overview

Ten:Ten Resources

KS1

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**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 Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	**Session 1** I am Unique	**Session 1** Feelings, Likes and Dislikes	**Session 1** The Cycle of Life	**Session 1** God Loves You	**Session 1** Special People	**Session 1** Real Life Online	**Session 1** Good and Bad Secrets	**Session 1** Three In One	**Session 1** The Communities We Live In
		Session 2 Girls and Boys	**Session 2** Feeling Inside Out	**Session 2:** Beginnings and Endings		**Session 2** Treat Others Well...	**Session 2** Rules To Help Us	**Session 2** Physical Contact	**Session 2** Who is My Neighbour?	**Session 2** Who Will I Be? Classroom Shorts
		Session 3 Clean and Healthy (My Body)	**Session 3** Super Susie Gets Angry	**Session 3:** Change Is All Around Classroom Shorts		**Session 3** …and Say Sorry		**Session 3** Harmful Substances		**Session 3** Needs and Wants Classroom Shorts
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

Life to the Full Plus - Overview

Ten:Ten Resources

LKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**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 Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
LKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Get Up!	**Session 1** We Don't Have to Be the Same	**Session 1** What Am I Feeling?	**Session 1** Life Cycles	**Story Sessions** Jesus, My Friend	**Session 1** Family, Friends and Others...	**Session 1** Sharing Online	**Session 1** Safe in My Body Classroom Shorts	**Session 1** A Community of Love	**Session 1** How Do I Love Others?
	Session 2 The Sacraments	**Session 2** Respecting Our Bodies	**Session 2** What Am I Looking at?	**Session 2** A Time for Everything		**Session 2** When Things Feel Bad	**Session 2** Chatting Online Classroom Shorts	**Session 2** Drugs, Alcohol and Tobacco	**Session 2** What is the Church?	**Session 2** Working Together Classroom Shorts
		Session 3 What is Puberty?	**Session 3** I am Thankful	**Session 3** Big Changes, Little Changes Classroom Shorts				**Session 3** First Aid Heroes		**Session 3** Money Matters Classroom Shorts
		Session 4 Changing Bodies						**Session 4** Rights and Responsi-bilities Classroom Shorts		
		Session 5 Male/ Female Discussion Groups (optional)								

Life to the Full Plus - Overview

Ten:Ten Resources

UKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**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 Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	**Session 1** Gifts and Talents	**Session 1** Body Image	**Session 1** Making Babies (Part 1)	**Session 1** God Is Calling You	**Session 1** Under Pressure	**Session 1** Sharing Isn't Always Caring	**Session 1** Types of Abuse Classroom Shorts	**Session 1** The Holy Trinity	**Session 1** Reaching Out
		Session 2 Girls' Bodies	**Session 2** Peculiar Feelings	**Session 2** Making Babies (Part 2)		**Session 2** Do You Want A Piece of Cake?	**Session 2** Cyberbullying Classroom Shorts	**Session 2** Impacted Lifestyles Classroom Shorts	**Session 2** Catholic Social Teaching	**Session 2** The World of Work Classroom Shorts
		Session 3 Boys' Bodies	**Session 3** Emotional Changes	**Session 3** Menstruation		**Session 3** Self-Talk		**Session 3** Making Good Choices		**Session 3** Money and Me Classroom Shorts
		Session 4 Spots and Sleep	**Session 4** Seeing Stuff Online	**Session 4** Hope Beyond Death		**Session 4** Build Others Up Classroom Shorts		**Session 4** Giving Assistance		
				Session 5 Coping with Change Classroom Shorts						

Appendix 2

Life to the Full: Information for Parents

Information for PARENTS

Life to the Full

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



Early Years Foundation Stage:
- Our uniqueness in real terms
- Celebrating differences, talents and abilities
- Looking after and using our bodies
- The necessity of when and how to say sorry
- Jesus' forgiveness and growing up as God's plan for us

Key Stage One:
- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age

Lower Key Stage Two:
- Understanding differences
- Respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional wellbeing including practicing thankfulness
- The development of pupils' understanding of life before birth



Upper Key Stage Two:
- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girls' and boys' bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional well-being
- A more nuanced and scientific understanding of life in the womb and how babies are made
- Menstruation

Online Parent Portal

www.tentenresources.co.uk/parent-portal

School login	
School password	

Religious UNDERSTANDING



Story Sessions:
Each learning stage focuses on a different Gospel story, which is repeated in various ways over a week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally.

In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

Module Two: Created to Love Others explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.



Early Years Foundation Stage:

Unit 2: Personal Relationships
- Different family/friend relationships
- Features of positive/negative behaviour in relationships
- The importance of saying sorry and forgiveness within relationships

Unit 3: Keeping Safe
- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies

Key Stage One:

Unit 2: Personal Relationships
- 'Special people' in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationship

Unit 3: Keeping Safe
- The risks of being online
- The difference between good and bad secrets
- Teaching on physical boundaries
- The effects of harmful substances
- Some basic First Aid

Lower Key Stage Two:

Unit 2: Personal Relationships
- Different family structures
- Activities and strategies for developing healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

Unit 3: Keeping Safe
- Online safety
- Teaching on bullying and abuse
- The effects of drugs, alcohol and tobacco
- The crucial role of First Aid in emergency situations



Upper Key Stage Two:

Unit 2: Personal Relationships
- Strategies for more complex experiences of relationships and conflict
- How to identify and respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings impact on how we act

Unit 3: Keeping Safe
- Risks of sharing and chatting online
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles
- Essential First Aid such as DR ABC and the recovery position

Religious UNDERSTANDING



At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

Module Three: 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.



Early Years Foundation Stage:
- Children will learn that God is three in one: Father, Son and Holy Spirit
- Know that they are loved and called to love others
- Learn about the different communities they are part of and the responsibilities they have to them



Key Stage One:
- Children understand that God is love: Father, Son and Holy Spirit
- Learn that being made in His image means being called to be loved and to love others
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community
- Know that God calls us to live in community with one another

Lower Key Stage Two:
- Children will develop a deeper understanding that God is love as shown by the Trinity
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity
- Know that the Church family comprises of home, school and parish
- Catholic Social Teaching on what it means to work for the Common Good

Upper Key Stage Two:
- Children will know that God is Trinity – a communion of persons
- Learn that the Church is the body of Christ
- Develop a deeper and richer understanding of Catholic social teaching
- Learn how certain charities reach out to the wider community with love

Religious UNDERSTANDING



In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage. They learn about the creative circle of love between Father, Son and Spirit. Children will learn that just like the Trinity of God, we are made to love God and love others, and we are made to be loved by God and others. This extends not only to us, our families, our friends and our personal relationships, but also to the wider world.