



# ST. JOSEPH'S COLLEGE

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## **Relationships and Sex Education Policy (RSE)**

Catholic Schools, like all other schools in England are required to produce a written policy following the guidance issued by the Department of Education on Relationships Education (Primary) and Relationships and Sex Education (Secondary). Catholic schools are required to deliver RSE in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.

RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life. (Catholic Education Service)

In September 2020, 'Relationships Education' became a statutory subject for all primary schools and 'Relationships and Sex Education' became a statutory subject for all secondary schools in England. The statutory guidance for governing bodies, head teachers, principals, senior leadership teams and teachers was published in 2019 by the Department for Education. For Catholic schools, this new curriculum provides challenges and opportunities.

St Joseph's College have followed the TenTen Resources programme to ensure the implementations of a fully compliant curriculum and RSE Policy from September 2020. TenTen Resources programme is widely used across many Catholic schools in England and has been developed in line with the DfE guidance. The programme has been approved by the Catholic Education Service for curriculum content and standard of resources, to ensure schools undertake their statutory duty.

Please see Annex A for key documents which relate to the intent, implementation and required impact for the teaching of RSE.

### **Defining Relationship and Sex Education**

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". It is about the development of the pupil's knowledge and understanding of 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. In Secondary schools the guidance states that RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."

### **Statutory Curriculum Requirements**

Over and above the statutory requirements for RSE, we are legally required to teach those aspects of RSE, which are statutory parts of National Curriculum Science. An outline of RSE taught through the Science Curriculum can be found in Annex B.



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## **Rationale**

'I have come that you might have life and have it to the full.' (Jn.10.10)

We are involved in Relationships and Sex Education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving 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. RSE, therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHEE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **Value 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 RSE and the Mission Statement**

Our Mission Statement commits us to encourage, inspire, challenge and support our pupils to fulfil their potential in a community founded on Christian values and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to:

- help pupils grow self-worth and self-confidence
- care for one another, respect opinions and value relationships
- learn to make ethical and moral decisions
- explore the spiritual dimension of life

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



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rooted in a Catholic vision of education and the human person.

## Objectives

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

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

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

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- managing conflict positively, recognising the value of difference
- cultivating humility, mercy and compassion, learning to forgive and be forgiven
- developing self-esteem and confidence, demonstrating self-respect and empathy for others
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

To **know and understand**:

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

## Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and



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consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

## **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.

Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with SEND. Teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Staff are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when teaching these subjects.

Where appropriate content and teaching will be tailored to meet the specific needs of pupils. The College will ensure that teaching is sensitive, age-appropriate and developmentally appropriate.

## **The Right to Withdraw**

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents/guardians continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting their child's Head of Section. Please note that pupils may not be withdrawn from Relationships Education, this is mandatory. See the DfE guidance on Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## **Balanced Curriculum**

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

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with the College'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.

An overview of the RSE content can be found in the College PSHEE Curriculum Overview. Parents/guardians will be informed by letter when RSE will be covered in the PSHEE curriculum in order that they can be prepared to talk to their child and answer questions about their children's learning.



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## **Monitoring and Evaluation**

The Deputy Head Pastoral and Lay Chaplain will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

## **Responsibility for Teaching the Programme**

Responsibility for the specific Relationships and Sex Education programme lie with staff that have been suitably trained in this area and co-ordinated by the Assistant Head (Wellbeing & Safeguarding), Lay Chaplain, Heads of Year/Early Years, Heads of Seniors/Sixth Form and Prep Pastoral Lead.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## **External Visitors**

The College may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in the College delivering a session. All visiting speakers to the College are checked for suitability. Staff responsible for booking external speakers are required to email a copy of the External Visitors Policy in addition to completing an external visitor checklist, which includes an online search. The checklists are retained alongside the single central register and all visitors are expected to work within the terms and spirit of our RSE policy. They will ensure that all teaching is rooted in Catholic principles and practice.

## **Relationship to other Policies and Curriculum Subjects**

This RSE policy is to be delivered as part of the PSHEE and RE framework and should be read alongside the PSHEE Policy. It includes guidelines about pupil safety and is compatible with the College's other policy documents.

## **Assessing RSE and PSHEE**

In RSE and PSHEE there are two broad areas for assessment:

- A pupils' knowledge and understanding
- How well a pupil can use their knowledge and understanding in developing skills and attitudes

Our assessment will be:

- Planned as an integral part of teaching and learning
- Provide regular opportunities for pupils to receive feedback on their progress and achievements
- Include pupils in self-assessment and peer assessment
- Reflect evidence of progress in skills of participation as well as knowledge
- Include celebrations of reaching milestones and achievement



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## **Children's Questions**

The College wants to promote a healthy, positive atmosphere in which RSE can take place. We 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 RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues, which it would not be appropriate for teachers to answer during ordinary class time, e.g. where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. These issues will be followed up appropriately and sensitively outside of the classroom context in consultation with the Designated Safeguarding Lead if appropriate.

## **Supporting Children and Young People who are at Risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such 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 College's Safeguarding Policy and immediately inform the Designated Safeguarding Lead.

## **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 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/guardians about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the Colleges pastoral support systems. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform the Designated Safeguarding Lead but that the pupils would always be informed first that such action was going to be taken.

## **Reviews of this policy**

Any reviews of this policy will be done in consultation with staff, students and parents; taking into account their views before any changes are finalised.



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**Annex A – Key Documents**

The Department for Education Guidance can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Further information on the TenTen Resources programme for RSE can be found here:

<https://www.tentenresources.co.uk/>

The College PSHEE Whole School Overview and PSHEE Policy can be found here:

<https://www.sjcr.org.uk/434/information/parent-handbook-and-policies>

Information from the Catholic Education Service can be found here:

<https://www.catholiceducation.org.uk/schools/relationship-sex-education>

**Annex B – RSE through the Religious Studies and Science Curriculum**

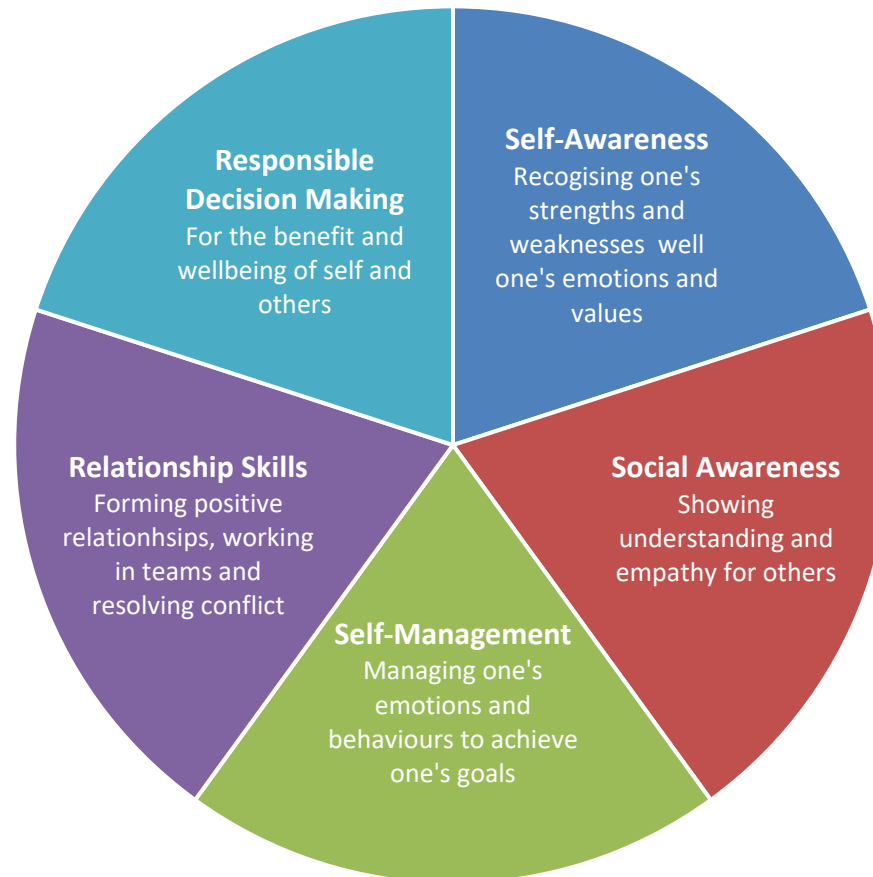
Will be updated once information received from these departments.



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## SJCR PSHEE Curriculum Overview

### Building Key Skills for Life and Education





# Senior School Overview (September 2021)

\* Taught in Religious Studies

\* E-Safety

\* Taught through Biology

	<b>Living in the Wider World</b>	<b>Academic School Life</b>	<b>Careers and Higher Education</b>	<b>Relationships and Sex Education</b>	<b>Health and Wellbeing</b>
Year 13	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>respecting equality and being a productive member of a diverse community</li> <li>being active citizens and participants in a local and national economy</li> </ul> <p><b>Digital Content:</b></p> <ul style="list-style-type: none"> <li>appreciating media propaganda and manipulation, influence of social media on world views</li> <li>Think critically before sharing information</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</li> <li>evaluate saving options</li> <li>financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice</li> <li>evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>managing transitional life phases, independent living</li> <li>Identify and access help, advice and support in new locations, situations and communities</li> <li>Travel safety, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li>legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</li> </ul>	<p>Exam Timetables/tutor mentoring</p> <p>Elevate Programme</p> <p>Teaching and Learning; School Vs University life (less direction and feedback; self-motivation and more independence)</p>	<p><b>Brand you:</b></p> <ul style="list-style-type: none"> <li>Personal Statement</li> <li>UCAS Application</li> <li>BridgeU – University and UCAS support</li> <li>Options after A-levels/ Apprenticeships/Studying abroad/Gap Years</li> </ul> <p><b>Employability skills:</b></p> <ul style="list-style-type: none"> <li>Mock interviews</li> </ul> <p><b>Labour market:</b></p> <ul style="list-style-type: none"> <li>implications of the global market for future choices in education and employment</li> <li>career possibilities in global economy</li> </ul>	<p>RSE follows the Ten Ten Theatre programme. Year 13 cover Advanced 11 for academic year 2021/22. <a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p> <p>And</p> <p><b>Year 12 Cinema-in-Education:</b> Common Room is about managing the opportunities that come with increased freedom. It's about discerning our way in the world and makes us think about the value of friendship and guidance from others. The sessions deal with issues concerning drugs, alcohol, relationships, work, success and failure.</p>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</li> <li>accessing appropriate support for self and others</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>register with and access health services in new locations</li> <li>recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>understand the issues and considerations relating to body enhancement or alteration, including long-term consequences</li> <li>maintain a healthy diet, especially on a budget</li> <li>effects of alcohol/drugs on decision making and personal safety, including looking out for friends, safe travel and drink-spiking</li> </ul>
Year 12	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>when and how to report or access help for themselves or others in relation to extremism and radicalisation</li> <li>Democracy in Debate – Rule of Law</li> </ul> <p><b>Digital Content:</b></p>	<p>ALIS Testing</p> <p>Prefect applications</p> <p>Exam Timetables/tutor mentoring</p>	<p><b>Brand you:</b></p> <ul style="list-style-type: none"> <li>Choosing the right course and applying for university</li> <li>COA Centigrade Testing</li> <li>Personal statement</li> <li>BridgeU –University and UCAS support</li> </ul>	<p>RSE follows the Ten Ten Theatre programme. Year 12 cover Advanced 10 for academic year 2021/22. <a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>maintaining positive mental health, including managing stress and anxiety</li> <li>recognising signs of change in mental health and wellbeing</li> </ul> <p><b>Physical Health:</b></p>

	<b>Living in the Wider World</b>	<b>Academic School Life</b>	<b>Careers and Higher Education</b>	<b>Relationships and Sex Education</b>	<b>Health and Wellbeing</b>
	<ul style="list-style-type: none"> <li>Protecting privacy, online presence, building and maintaining a positive personal reputation</li> <li>awareness of how microphones and cameras on devices can be activated without their knowledge</li> <li>effectively challenge online content that adversely affects their personal or professional reputation</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>evaluate the potential gains and risks of different debt arrangements and repayment implications</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>Safe Drive Stay Alive Prep – (Drive safe course at the Hexagon)</li> <li>Identify and manage risks to personal safety in a wide range of contexts (<a href="#">Inc. online</a>)</li> <li>perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</li> <li>Safe guarding training – Peer Mentoring</li> </ul>	<p>Study Skills - planning, presentation, research, referencing, ethics – EPQ preparation</p> <p>Elevate Programme</p>	<p><b>Employability skills:</b></p> <ul style="list-style-type: none"> <li>Setting realistic yet ambitious career and life goals, matched to personal values, interests, strengths and skills</li> <li>identify and evidence strengths and skills when applying and interviewing for future roles and opportunities</li> <li>producing concise and compelling curriculum vitae and preparing effectively for interviews</li> <li>Time management – Coping with school work and a job?</li> </ul> <p><b>Labour market:</b></p> <ul style="list-style-type: none"> <li>rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'</li> <li>professional conduct in different workplaces including following health and safety protocols</li> <li>workplace confidentiality, security and data protection (<a href="#">Inc. cybersecurity</a>)</li> <li>workplace bullying and harassment in all its forms and ways to seek or provide support to resolve the situation</li> <li>role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours</li> </ul>		<ul style="list-style-type: none"> <li>taking responsibility for monitoring personal health, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</li> <li>access reliable sources of information and evaluate media messages about health</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>maintain work-life balance, importance of continuing with regular exercise and sleep, <a href="#">and balancing time online</a></li> <li>manage alcohol and drug use in relation to immediate and long-term health</li> </ul> <p>Alzheimer's/Dementia (Lakeside)</p>
Year 11	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>society, rights and responsibilities</li> <li>Immigration, asylum and refugees</li> <li>mock election</li> <li>recognising the shared responsibly to protect the community from violent extremism</li> <li>responding to/reporting issues that cause anxiety and concern</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>use of data to influence decisions</li> <li>targeted advertising</li> <li>strategies to manage</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>recognise range of influences on financial decisions and manage risks</li> <li>understanding a payslip: salary deductions including taxation, national insurance and pensions</li> </ul>	<p>Elevate programme</p> <p>Transition to A Levels</p> <p>Mocks and revision for GCSEs</p> <p>Target Setting for Sixth Form</p> <p>A-level Options</p>	<p><b>Brand you:</b></p> <ul style="list-style-type: none"> <li>consolidating previous learning and challenging students to 'sell' their personal brand</li> <li>individual interviews (SV)</li> </ul> <p><b>Employability skills:</b></p> <ul style="list-style-type: none"> <li>time management self-organisation, presentation, project planning, team working</li> <li><a href="#">networking and managing online presence (LinkedIn, Twitter)</a></li> </ul> <p><b>Labour market:</b></p> <ul style="list-style-type: none"> <li>explore different models of contractual terms: self-employment, full time, part time and zero hours</li> <li>changing patterns of employment, different types of business and their organisation and finance</li> <li>local, national and international employment opportunities</li> </ul>	<p>RSE follows the Ten Ten Theatre programme. Year 11 cover Advanced 11. <a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p> <p><b>Religious Understanding:</b></p> <ul style="list-style-type: none"> <li>explore the deeper meaning of 'respect': to see the whole person</li> <li>Personhood and the innate dignity that comes with being a human created by God</li> <li>God loves us and wants the best for us and yet respects our freedom</li> <li>develop a deeper awareness of how to form one's own conscience</li> </ul> <p><b>My Body:</b></p> <ul style="list-style-type: none"> <li>testicular and breast self-examination, as well as attending smear and prostate checks</li> <li>examine the importance of fitness for physical and emotional well-being, nutrition, self-discipline, moderation</li> <li>effects of drugs and alcohol on the body and mind</li> </ul> <p><b>Emotional Well-Being:</b></p>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>coping with stress: how to look after yourself during your GCSE examinations</li> <li>maintaining emotional wellbeing: relaxation and meditation sessions, mental fitness (JDP/DB)</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>CPR</li> </ul> <p><b>Informed Lifestyles Choices:</b></p> <ul style="list-style-type: none"> <li>Drugs and Consequences (Shaun Atwood): Personal safety, future career, relationships and future lifestyles</li> <li>Euthanasia</li> </ul>

	<b>Living in the Wider World</b>	<b>Academic School Life</b>	<b>Careers and Higher Education</b>	<b>Relationships and Sex Education</b>	<b>Health and Wellbeing</b>
	<p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>influence of industries and advertising on harmful behaviours</li> </ul>			<ul style="list-style-type: none"> <li>strategies for maintaining positive mental health and well-being</li> <li>explore what happens when things go wrong, including the negative effects of pressure, stress, anxiety, depression, self-harm and suicidal thoughts</li> <li>develop resilience through gratitude</li> </ul> <p><b>Life Cycles:</b></p> <ul style="list-style-type: none"> <li>develop a deeper appreciation of the gift of fertility</li> <li>'Natural Family Planning', and how this differs from other forms of contraception and abstinence</li> <li>fertility levels can vary in different people, can be damaged by some sexually transmitted infections and decreases with age</li> </ul> <p><b>Personal Relationships:</b></p> <ul style="list-style-type: none"> <li>develop a deeper understanding of how to cultivate healthy relationships</li> <li>learn from other's experiences of abstinence, marriage and commitment</li> <li>explore consent, pornography, unwanted sexual attention, respect and tolerance</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>how STI's and HIV/AIDS are transmitted and how to avoid them, where to seek medical or impartial advice</li> <li>legal and emotional effects of rape on both victim and perpetrator, including gender double standards and victim-blaming</li> </ul> <p>Wider World:</p> <ul style="list-style-type: none"> <li><i>Awaiting Ten Ten Update</i></li> </ul>	
Year 10	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>Legal system – Mock Trial</li> <li>Election System</li> <li>Recognising extremism and recruitment in all forms including religious, racist, political and cults (Inc. shame, honour based violence, forced marriage and FGM)</li> <li>Accessing support for yourself and others</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>opportunities to engage responsibly with a wide variety of views</li> <li>recognise how social media can distort situations and manipulate readers</li> <li>critically assess bias, reliability and accuracy</li> </ul>	<p>Yellis Testing</p> <p>Exam timetables</p> <p>Revision guides, target setting, prioritising and planning</p> <p>Target Setting for Year 11</p> <p>Elevate Programme</p> <p>Resilience: differentiating between helpful feedback and unhelpful criticism. Effective use of constructive feedback</p>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>understanding what makes a successful job application and how to sell yourself at interview</li> <li>develop career identity</li> <li>build extracurricular portfolio to maximise employment and further education opportunities</li> </ul> <p><b>Work Experience:</b></p> <ul style="list-style-type: none"> <li>Finalise placement</li> <li>Preplacement workshop</li> <li>Enrichment week placement</li> </ul> <p><b>Employability skills:</b></p> <ul style="list-style-type: none"> <li>strengths, interests, skills and qualities are changing in relation to future employability</li> <li>impact of personal social media on career opportunities</li> </ul>	<p>RSE follows the Ten Ten Theatre programme. Year 10 cover Advanced 10. <a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p> <p><b>Religious Understanding:</b></p> <ul style="list-style-type: none"> <li>Virtue of chastity and how training in self-control leads to authentic freedom</li> <li>Appreciation of sensual pleasure as a gift from God</li> </ul> <p><b>My Body:</b></p> <ul style="list-style-type: none"> <li>What might inhibit authentic freedom in relation to our physical bodies</li> <li>Challenge the notion of 'idealised' bodies in the broadcast media and on social media</li> <li>Explore dignity and modesty in relation to the body</li> </ul> <p><b>Emotional Well-Being:</b></p> <ul style="list-style-type: none"> <li>Ascertain own core value and beliefs</li> </ul>	<p><b>Mental Health (JDP/DB):</b></p> <ul style="list-style-type: none"> <li>Explore stress, anxiety, depression, negative thinking and triggers</li> <li>management strategies/sources of help</li> <li>recognising unhealthy coping strategies e.g. self-harm</li> <li>Bi-Polar; Stephen Fry – the life of a Manic depressive (DVD)</li> </ul> <p><b>Physical Health: (NHS Nurse/Doctor)</b></p> <ul style="list-style-type: none"> <li>Responsibility for maintaining and monitoring health</li> <li>Cancer awareness and other illnesses: self-examinations, seeking help (testicular and breast)</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>Social drug use, short and long term consequences on health,</li> </ul>

	<b>Living in the Wider World</b>	<b>Academic School Life</b>	<b>Careers and Higher Education</b>	<b>Relationships and Sex Education</b>	<b>Health and Wellbeing</b>
	<p><b>Financial decision-making:</b></p> <ul style="list-style-type: none"> <li>• Consumer rights</li> <li>• Gambling and related harms</li> <li>• Seeking appropriate support</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>• Identifying risky and emergency situations (<a href="#">Inc. online</a>); Grooming, <a href="#">Cybercrime</a>, Violent crime and gangs (County Lines)</li> <li>• Legal consequences</li> <li>• Seeking support</li> </ul>		<p><b>Labour Market:</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities - employers, workers and unions</li> <li>• Challenging harassment and discrimination (<a href="#">Inc. online</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider when it might be appropriate to re-evaluate these</li> <li>• Learn how to develop respect for themselves and others, regardless of difference</li> <li>• Learn strategies for building self-esteem and self-confidence in healthy ways</li> </ul> <p><b>Life Cycles:</b></p> <ul style="list-style-type: none"> <li>• Revisit the stages of life from conception to birth.</li> <li>• Explore the consequences of an unintended pregnancy</li> <li>• Learn where they can get support and help</li> <li>• Learn about the current legal position on abortion, the risks associated with it</li> <li>• Understand the Church's teaching about abortion</li> </ul> <p><b>Personal Relationships:</b></p> <ul style="list-style-type: none"> <li>• Learn about the legal responsibilities of parenthood, the role of marriage as the basis for family life and its importance to in bringing up children</li> <li>• Explore the difference between sacramental marriage, civil marriage, civil partnerships and other long-term relationships</li> <li>• Consider the impact of divorce and separation on children</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>• Physical, emotional, domestic abuse and neglect</li> <li>• Identify danger signs of abuse in relationships and friendships</li> <li>• Explore issues around consent and abuse relating to, pornography, <a href="#">and inappropriate online content</a></li> <li>• Identify safe people and places</li> <li>• Learn strategies for dealing with exploitation</li> </ul> <p><b>Wider World:</b></p> <ul style="list-style-type: none"> <li>• Consider justice and discrimination</li> <li>• Make discerning judgements on matters regarding religion, gender, sexuality, euthanasia, consent, bodily autonomy, FGM, etc.</li> </ul>	<p>families and communities. Including support.</p> <ul style="list-style-type: none"> <li>• Festival Safety and Preparation</li> <li>• <a href="#">Addiction (Games/pornography)</a></li> </ul>
Year 9	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>• Challenging prejudice, discrimination and harassment in school, the workplace and wider community</li> <li>• Diversity</li> <li>• Radicalisation: prevent duty, UK law and consequences for individuals/wider society</li> </ul>	<p>Target Setting for Year 10</p> <p>GCSE Options talk:</p> <ul style="list-style-type: none"> <li>• Options available at the end of KS3</li> <li>• Sources of information, advice and support</li> <li>• Skills to manage decision making process</li> </ul>	<p><b>Brand you:</b></p> <ul style="list-style-type: none"> <li>• Fast Tomato Psychometric questionnaire</li> </ul> <p><b>Work Experience:</b></p> <ul style="list-style-type: none"> <li>• Research, secure and take full advantage of any opportunities for work experience that are available. (begin process)</li> </ul>	<p>RSE follows the Ten Ten Theatre programme. Year 9 cover Foundation 9-11. <a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p> <p><b>Religious Understanding:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Consider desire to love and be loved</a></li> <li>• <a href="#">Gods plan for romantic love, sexual attraction and intimacy</a></li> </ul>	<p><b>Mental health (JDP/DB):</b></p> <ul style="list-style-type: none"> <li>• Identifying warning signs: Eating Disorders, body image and self-harm.</li> <li>• Acknowledging the impact of change and difficult experiences on mental health</li> <li>• Seeking support for self and others</li> <li>• Promoting self-esteem, confidence, and resilience including managing the judgements of others</li> </ul>

	<b>Living in the Wider World</b>	<b>Academic School Life</b>	<b>Careers and Higher Education</b>	<b>Relationships and Sex Education</b>	<b>Health and Wellbeing</b>
	<p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>Effective budgeting including benefits of saving</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>Sharing online content safely Piracy – Torrents/File Sharing</li> <li>Personal data (social media, banking etc.)</li> <li>Reporting issues</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>identify risk and manage personal safety in new social settings, workplaces, and environments (Inc. online)</li> </ul>		<ul style="list-style-type: none"> <li>Work Experience: CV and cover letter writing</li> </ul> <p><b>Labour Market:</b></p> <ul style="list-style-type: none"> <li>Career exploration, routes into work, training and other vocational and academic opportunities</li> <li>Challenging stereotypes about particular career pathways</li> </ul>	<p><b>My Body:</b></p> <ul style="list-style-type: none"> <li>Learn about objectification and consider negative impact of casual sex, pornography and masturbation</li> </ul> <p><b>Emotional Well-Being:</b></p> <ul style="list-style-type: none"> <li>Love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices</li> </ul> <p><b>Life Cycles:</b></p> <ul style="list-style-type: none"> <li>Methods for managing conception and discuss how they uphold or contravene God’s plan for sex</li> </ul> <p><b>Personal Relationships:</b></p> <ul style="list-style-type: none"> <li>Different types of committed relationships</li> <li>Consider what relationship they would like in the future</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>Consent is not just gain permission for something but choosing to honour and respect one another as persons with innate dignity</li> </ul> <p><b>Wider World:</b></p> <ul style="list-style-type: none"> <li>Physical consent, sexual exploitation and human rights</li> </ul>	<p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>Healthy Eating (Thomas Franks)</li> <li>Sleep</li> <li>Exercise</li> <li>First Aid (External speaker)</li> </ul> <p><b>Informed lifestyle choices:</b></p> <ul style="list-style-type: none"> <li>Balanced approach to screen time</li> <li>Alcohol/Tobacco/Drugs - health risks and managing risk (parties)</li> <li>Assess and manage risks associated with cosmetic and aesthetic procedures: tattoos, piercings and sunlamps/tanning</li> </ul>
Year 8	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>discrimination in all forms (disability, gender, religion, age, culture etc)</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>values and attitudes relating to finance including debt</li> <li>recognise financial exploitation in different contexts, drug and money mules including <a href="#">online scams</a></li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>establish personal values and clear boundaries around privacy; strategies to safely manage personal information and images online, including on social media</li> <li>make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</li> <li>responding appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</li> </ul> <p><b>Staying Safe:</b></p>	<p>Target setting for Year 9</p> <p>Important and benefits of being a lifelong learner</p>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>different work roles and career pathways, including clarifying own early aspirations</li> <li>manage emotions relation to future employment</li> </ul> <p><b>Employability skills:</b></p> <p>skills and qualities required to engage in enterprise</p> <p><b>Labour Market:</b></p> <ul style="list-style-type: none"> <li>recognising different pathways through life, education and work</li> </ul>	<p>RSE follows the Ten Ten Theatre programme. Year 8 cover Advanced Year 8. <a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p> <p><b>Religious Understanding:</b></p> <ul style="list-style-type: none"> <li>develop an appreciation that their deepest identity is in God; as people created, chosen and loved by God</li> </ul> <p><b>My Body:</b></p> <ul style="list-style-type: none"> <li>science proves their uniqueness</li> <li>celebrate uniqueness of God-given body, nature, gifts and talents</li> </ul> <p><b>Emotional Well-Being:</b></p> <ul style="list-style-type: none"> <li>some of the ways people may choose to articulate certain aspects of their identity, including gender and sexuality identity</li> </ul> <p><b>Life Cycles:</b></p> <ul style="list-style-type: none"> <li>media portrayal of the body may present false ideal of male/female bodily perfection (stereotypes), which does not reflect real life and can have a negative impact on the individual</li> </ul> <p><b>Personal Relationships:</b></p> <ul style="list-style-type: none"> <li>sexual attraction and sensual pleasure: understanding these feelings within the</li> </ul>	<p><b>Mental health:</b></p> <ul style="list-style-type: none"> <li>characteristics of mental and emotional health</li> <li>challenging the link between language and mental health stigma, develop strategies to challenge stigma, myths and misconceptions</li> <li>causes and triggers for unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>strategies to help build resilience to negative opinions, judgements, comments and set backs</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>responsibility for own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination)</li> <li>purpose of vaccinations offered during adolescence for individuals and society</li> <li>FGM risks and myths, laws, accessing support for self and others</li> </ul> <p><b>Informed lifestyle choices:</b></p> <ul style="list-style-type: none"> <li>evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use (manage influences/peer pressure)</li> </ul>

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	<ul style="list-style-type: none"> <li>identify how to get help in emergency, basic First Aid/CPR</li> </ul>			<p>context of our deepest identity being rooted in God</p> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>exploration of pressure: spoken and unspoken, positive and negative, from self and others</li> </ul> <p><b>Wider World:</b></p> <ul style="list-style-type: none"> <li>understand the need for reflection to facilitate personal growth and the role prayer can play in this</li> </ul>	<ul style="list-style-type: none"> <li>dependence and addiction including awareness of help to overcome addictions</li> <li>law relating to the supply, use and misuse of legal and illegal substances</li> </ul>
<b>Year 7</b>	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>recognise and challenge stereotypes including family/cultural expectations that may limit expectations</li> <li>radicalisation - understand that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</li> <li>caring for our environment</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>asses and manage risks in relation to financial decisions that young people might make (phones, games, pocket money, bank accounts)</li> <li>manage emotions in relation to money</li> <li>evaluate social and moral dilemmas in relation to the use of money including influence of advertising and peers on financial decisions</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>features of the internet can amplify risks and opportunities (e.g. speed and scale of information sharing, blurred private and public boundaries, perception of anonymity)</li> <li>benefits and positive use of social media, including opportunities to engage with a wide variety of views on different issues and assessing the evidence</li> <li>understand how the way people present themselves online can have positive and negative impacts on them</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>stranger danger and road safety</li> <li>identify risk and manage personal safety in increasingly independent situations (Inc. online)</li> </ul>	<p>E-Safety overview, identity and password protection, email etiquette</p> <p>Listening, communicating, body language and setting out ground rules</p> <p>Study, organisation research and presentation skills</p> <p>MidYis Testing</p> <p>Target setting for Year 8</p>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>Review strengths, interests, skills, qualities and values and how to develop them</li> </ul> <p><b>Employability skills:</b></p> <ul style="list-style-type: none"> <li>Skills and attributes that employers value</li> <li>Being open to opportunities in all aspect of life (e.g. participation in social action, extra-curricular activities, pupil voice)</li> </ul>	<p>RSE follows the Ten Ten Theatre programme. Year 7 cover Foundation 7-8. <a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p> <p><b>Religious Understanding:</b></p> <ul style="list-style-type: none"> <li>learn that they are a completely unique person, and that, body and soul , they are created and loved by God</li> </ul> <p><b>My Body:</b></p> <ul style="list-style-type: none"> <li>puberty involves physical, emotional and sexual development</li> <li>puberty is God's plan for them and He is with them throughout it all</li> </ul> <p><b>Emotional Well-Being:</b></p> <ul style="list-style-type: none"> <li>self-esteem: what contributes to it, how it can affect their lives and how to increase it</li> </ul> <p><b>Life Cycles:</b></p> <ul style="list-style-type: none"> <li>sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made</li> </ul> <p><b>Personal Relationships:</b></p> <ul style="list-style-type: none"> <li>different types of friendship and family structure</li> <li>how to manage behaviour through consideration of thoughts, feelings and actions</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>learn that they need to take steps to safeguard online life, just as they do in real life</li> </ul> <p><b>Wider World:</b></p> <ul style="list-style-type: none"> <li>effects of actions on others</li> <li>concept of social responsibility</li> </ul>	<p><b>Mental health:</b></p> <ul style="list-style-type: none"> <li>identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</li> <li>recognising and demonstrating personal strengths, build self-confidence, self-esteem and wellbeing</li> <li>Internal and external influences on wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> <li>recognising when and how to access support (who to talk to)</li> <li>coping with grief and loss (Loraine Holmes)</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>benefits of physical activity and eating a balanced diet</li> <li>important of sleep and strategies to maintain good sleep habits</li> <li>personal hygiene including oral health and prevention of infection</li> </ul> <p><b>Informed lifestyle choices:</b></p> <ul style="list-style-type: none"> <li>balancing school, work, leisure, exercise, and online activities</li> <li>drugs, positive and negative uses, including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</li> <li>alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks</li> </ul>

# Prep School Overview (September 2020)

	<i>Living in the Wider World</i>	<i>Academic School Life</i>	<i>Careers and Higher Education</i>	<i>Relationships Education</i>	<i>Health and Wellbeing</i>
<b>Prep General</b>	<ul style="list-style-type: none"> <li>Code of Conduct</li> <li>Aims Wheel</li> <li>Mission Statement</li> <li>Regular reminders and posters around school</li> </ul>	<ul style="list-style-type: none"> <li>House points</li> <li>Target setting</li> <li>End of year awards</li> <li>Maths challenge</li> <li>Working together on class assemblies and production</li> </ul>		<p>The Prep School follow Ten Ten Theatre's 'Life to the Full' programme, approved by the Catholic Education Service and the DfE.</p> <p>There are three core themes running throughout the Key Stages:</p> <p>Module 1 – Created and Loved by God            Module 2 – Created to Love Others            Module 2 – Created to Live in Community</p>	<ul style="list-style-type: none"> <li>Encouraging healthy choices at lunch time</li> </ul> <p>All Prep classes to encourage Growth Mindsets using books:</p> <ul style="list-style-type: none"> <li>Dot</li> <li>Ish</li> <li>The Most Magnificent Thing</li> </ul>
<b>Year 6</b>	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</li> <li>the relationship between rights and responsibilities</li> <li>prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>explore different ways to keep track of money</li> <li>about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>recognise ways in which the internet and social media can be used both positively and negatively</li> <li>how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>predict, assess and manage risk in different situations</li> </ul>	<ul style="list-style-type: none"> <li>preparing to move to a new year group (Yr6 to Yr7 Transition)</li> <li>listen to other people and work cooperatively</li> </ul>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>Prefect/House Captain roles to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>Enterprise - Public speaking Stand up for CAFOD Talks</li> <li>Learning to live &amp; work together Calshot Residential</li> <li>Serving others Come Dine With Me Raising funds – charity works</li> </ul> <p><b>Aspirations:</b></p> <ul style="list-style-type: none"> <li>making mistakes linked to growth mind-set</li> </ul> <p><b>Work and Career:</b></p> <ul style="list-style-type: none"> <li>learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>discuss what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities)</li> <li>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>	<p>Follow the programme for Upper Key Stage 2</p> <p><b>Module 1, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>physically becoming an adult is a natural phase of life</li> <li>changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it</li> <li>they were made to love and be loved</li> </ul> <p><b>Module 1, Unit 2: Me, My Body, My Health (S1-4)</b></p> <ul style="list-style-type: none"> <li>similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</li> <li>self-confidence arises from being loved by God (not status, etc)</li> <li>human beings are different to other animals</li> <li>unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</li> <li>need for modesty and appropriate boundaries</li> <li>making good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc</li> </ul> <p><b>Module 1, Unit 3: Emotional Wellbeing (S1-4)</b></p> <ul style="list-style-type: none"> <li>recognise images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>deepen understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</li> <li>some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>emotions change as they grow up (including hormonal effects);</li> <li>deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</li> <li>emotional well-being: that beauty, art, etc. can lift the spirit; and that openness with trusted parents/carers/teachers when worried ensures healthy well-being</li> <li>difference between harmful and harmless videos and images;</li> <li>impact that harmful videos and images can have on young minds;</li> </ul>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>to recognise that feelings can change over time and range in intensity</li> <li>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul> <p><b>Physical Health:</b></p> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>recognising that habits can have both positive and negative effects on a healthy lifestyle</li> <li>the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> <li>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> <li>about the new opportunities and responsibilities that increasing independence may bring including where to get more information, help and advice about growing and changing</li> <li>why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> </ul>

				<ul style="list-style-type: none"> <li>ways to combat and deal with viewing harmful videos and images</li> </ul> <p><b>Module 1, Unit 4: Life Cycles (S1 &amp; 3, S2 Optional for parents)</b></p> <ul style="list-style-type: none"> <li>how a baby grows and develops in its mother's womb</li> <li>about the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>practical help on how to manage the onset of menstruation</li> </ul> <p><i>The College will not teach the following topic as it is not part of the statutory curriculum at this level. A lesson will be provided for parents should they wish to cover it, which upholds the teaching of the Catholic Church.</i></p> <ul style="list-style-type: none"> <li>basic scientific facts about sexual intercourse between a man and woman</li> <li>physical, emotional, moral and spiritual implications of sexual intercourse;</li> <li>Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul> <p><b>Module 3, Unit 2: Living in the Wider World (S1)</b></p> <ul style="list-style-type: none"> <li>learn to apply the principles of Catholic Social Teaching to current issues</li> <li>find ways in which they can spread God's love in their community</li> </ul>	
Year 5	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>recognise there are human rights, that are there to protect everyone</li> <li>compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> </ul> <p>Financial Decision Making:</p> <ul style="list-style-type: none"> <li>recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> <li>explore risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> </ul> <p>Digital content:</p> <ul style="list-style-type: none"> <li>importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>different ways information and data is shared and used online, including for commercial purposes things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> </ul> <p>Staying Safe:</p>	<ul style="list-style-type: none"> <li>preparing to move to a new class/year group</li> <li>listen to other people and work cooperatively</li> </ul>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> </ul> <p><b>Aspirations:</b></p> <ul style="list-style-type: none"> <li>making mistakes linked to growth mind-set</li> </ul> <p>Work and Career:</p> <ul style="list-style-type: none"> <li>explore how some jobs are paid more than others and money is one factor which may influence a person's job or career choice</li> <li>discuss how people may choose to do voluntary work which is unpaid</li> <li>to identify the kind of job that they might like to do when they are older</li> </ul>	<p>Follow the programme for Upper Key Stage 2</p> <p><b>Module 1, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>physically becoming an adult is a natural phase of life</li> <li>changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it</li> <li>they were made to love and be loved</li> </ul> <p><b>Module 2, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>know that God calls us to love others</li> <li>know ways in which we can participate in God's call to us</li> </ul> <p><b>Module 2, Unit 2: Personal Relationships (S1–3)</b></p> <ul style="list-style-type: none"> <li>pressure comes in different forms, and what those different forms are</li> <li>strategies that they can adopt to resist pressure</li> <li>consent and bodily autonomy means</li> <li>discuss and reflect on different scenarios in which it is right to say 'no'</li> <li>how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions</li> <li>apply this approach to personal friendships and relationships</li> </ul> <p><b>Module 2, Unit 3: Keeping Safe (S1–3)</b></p> <ul style="list-style-type: none"> <li>recognise increasing independence brings increased responsibility to keep themselves and others safe</li> <li>use of technology safely</li> <li>so what we watch, hear, say or do can be good or bad for us and others</li> <li>reporting inappropriate materials or messages and getting support</li> <li>cyberbullying and examples of it</li> <li>what cyberbullying feels like for the victim</li> <li>getting help if they experience cyberbullying</li> </ul>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>what good physical health means; how to recognise early signs of physical illness</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>choices that support a healthy lifestyle, and recognise what might influence these</li> <li>healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</li> <li>regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>recognise that there are laws surrounding the use of legal drugs and that some</li> </ul>



	<ul style="list-style-type: none"> <li>what is meant by first aid; basic techniques for dealing with common injuries</li> </ul>			<ul style="list-style-type: none"> <li>judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> </ul> <p><b>Module 3, Unit 1: Religious Understanding (S1-2)</b></p> <ul style="list-style-type: none"> <li>that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>that the Holy Spirit works through us to bring God's love and goodness to others</li> <li>principles of Catholic Social Teaching</li> <li>that God formed them out of love, to know and share His love with others</li> </ul>	<p>drugs are illegal to own, use and give to others</p> <ul style="list-style-type: none"> <li>organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> </ul>
Year 4	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>value the different contributions that people and groups make to the community</li> <li>diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>discuss the different ways to pay for things and the choices people have about this</li> <li>to recognise that people make spending decisions based on priorities, needs and wants</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> </ul>	<ul style="list-style-type: none"> <li>preparing to move to a new class/year group</li> <li>listen to other people and play and work cooperatively</li> </ul>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> </ul> <p><b>Aspirations:</b></p> <ul style="list-style-type: none"> <li>making mistakes linked to growth mind-set</li> </ul> <p><b>Work and Career:</b></p> <ul style="list-style-type: none"> <li>explore some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> </ul>	<p>Follow the programme for Lower Key Stage 2</p> <p><b>Module 1, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>we are created by God who is Love, in His own image and likeness</li> <li>God made us to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation)</li> <li>human life is precious from the beginning of life (conception) to natural death</li> <li>in Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue)</li> <li>it is important to make a nightly examination of conscience</li> </ul> <p><b>Module 1, Unit 2: Me, My Body, My Health (S1-5)</b></p> <ul style="list-style-type: none"> <li>similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</li> <li>self-confidence arises from being loved by God (not status, etc)</li> <li>about the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</li> <li>what the term puberty means</li> <li>when they can expect puberty to take place</li> <li>understand that puberty is part of God's plan for our bodies</li> <li>correct naming of genitalia</li> <li>what changes will happen to boys during puberty</li> <li>what changes will happen to girls during puberty</li> <li>boy/girl discussion groups</li> </ul> <p><b>Module 1, Unit 3: Emotional Wellbeing (S1-3)</b></p> <ul style="list-style-type: none"> <li>emotions change as they grow up (including hormonal effects)</li> <li>deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</li> <li>what emotional well-being means</li> <li>positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest)</li> <li>to recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>some behaviour is wrong, unacceptable, unhealthy and risky</li> </ul>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>about everyday things that affect feelings and the importance of expressing feelings</li> <li>strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> <li>about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>making informed decisions about health</li> <li>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> <li>maintaining good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic)</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> </ul>

				<ul style="list-style-type: none"> <li>thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> </ul> <p><b>Module 1, Unit 4: Life Cycles (S1)</b></p> <ul style="list-style-type: none"> <li>they were handmade by God with the help of their parents</li> <li>how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>how conception and life in the womb fits into the cycle of life</li> <li>that throughout their lives human beings act at three integrated levels: physical, psychological and spiritual</li> </ul> <p><b>Module 3, Unit 1: Religious Understanding (S2)</b></p> <ul style="list-style-type: none"> <li>the human family can reflect the Holy Trinity in charity and generosity</li> <li>the Church family comprises of home, school and parish (which is part of the diocese)</li> </ul> <p><b>Module 3, Unit 2: Living in the Wider World (S2)</b></p> <ul style="list-style-type: none"> <li>know that God wants His Church to love and care for others</li> <li>devise practical ways of loving and caring for others</li> </ul>	
Year 3	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> <li>the different groups that make up their community; what living in a community means</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>explore how people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>to identify the ways that money can impact on people's feelings and emotions</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> </ul>	<ul style="list-style-type: none"> <li>preparing to move to a new class/year group</li> <li>listen to other people and play and work cooperatively</li> </ul>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>to recognise their individuality and personal qualities</li> <li>how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> </ul> <p><b>Aspirations:</b></p> <ul style="list-style-type: none"> <li>making mistakes linked to growth mind-set</li> </ul> <p><b>Work and Career:</b></p> <ul style="list-style-type: none"> <li>explore the broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> </ul>	<p>Follow the programme for Lower Key Stage 2</p> <p><b>Module 1, Unit 1: Religious Understanding (S1 +2)</b></p> <ul style="list-style-type: none"> <li>we are created by God who is Love, in His own image and likeness</li> <li>God made us to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation)</li> <li>human life is precious from the beginning of life (conception) to natural death</li> <li>in Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue)</li> <li>it is important to make a nightly examination of conscience</li> </ul> <p><b>Module 2, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>Jesus loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness</li> <li>relationships take time and effort to sustain</li> <li>we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul> <p><b>Module 2, Unit 2: Personal Relationships (S1-3)</b></p> <ul style="list-style-type: none"> <li>maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <li>there are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>good friendship is when both persons enjoy each other's company and also want what is truly best for the other</li> <li>difference between a group of friends and a 'clique'</li> <li>develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>how bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>elements of a balanced, healthy lifestyle</li> <li>how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> </ul>

				<p><i>Further updates from Ten Ten in September 2020 (S3)</i></p> <p><b>Module 2, Unit 3: Keeping Safe (S1-3)</b></p> <ul style="list-style-type: none"> <li>recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>how to use technology safely</li> <li>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</li> <li>awareness of online chatting and cyberbullying</li> <li>bad language and behaviour are inappropriate</li> <li>reporting and getting help if they encounter inappropriate materials or messages</li> <li>judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</li> </ul> <p><b>Module 3, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’</li> <li>the human family is to reflect the Holy Trinity in mutual charity and generosity</li> </ul>	
Year 2	<p><b>Worldwide Values:</b></p> <ul style="list-style-type: none"> <li>recognise the ways in which we are all unique</li> <li>how to talk about and share their opinions on things that matter to them</li> <li>what rules are, why they are needed, and why different rules are needed for different situations</li> <li>about the different groups they belong to</li> <li>about the different roles and responsibilities people have in their community</li> <li>how to vote</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>that people make different choices about how to save and spend money</li> <li>about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>that not all information seen online is true</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>that household products (including medicines) can be harmful if not used correctly</li> <li>about the people whose job it is to help keep us safe (police, fireman, ambulance talk)</li> </ul>	<ul style="list-style-type: none"> <li>preparing to move to a new class/year group/KS</li> <li>listen to other people and play and work cooperatively</li> </ul>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>to recognise what makes them special</li> <li>to identify what they are good at, what they like and dislike</li> </ul> <p><b>Aspirations:</b></p> <ul style="list-style-type: none"> <li>making mistakes linked to growth mind-set</li> </ul> <p><b>Work and Career:</b></p> <ul style="list-style-type: none"> <li>different jobs that people they know or people who work in the community do</li> <li>about some of the strengths and interests someone might need to do different jobs</li> </ul>	<p>Follow the programme for Key Stage 1</p> <p><b>Module 1, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>we are created individually by God</li> <li>God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness</li> <li>we are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>we can give thanks to God in different ways</li> </ul> <p><b>Module 1, Unit 2: Me, My Body, My Health (S1-3)</b></p> <ul style="list-style-type: none"> <li>we are unique, with individual gifts, talents and skills</li> <li>our bodies are good</li> <li>names of the parts of our bodies</li> <li>girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family</li> <li>looking after our bodies</li> <li>what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>importance of sleep, rest and recreation for our health</li> <li>how to maintain personal hygiene</li> </ul> <p><b>Module 1, Unit 3: Emotional Wellbeing (S1-3)</b></p> <ul style="list-style-type: none"> <li>it is natural for us to relate to and trust one another</li> <li>we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>language to describe our feelings</li> </ul>	<ul style="list-style-type: none"> <li><b>Mental Health:</b></li> <li>how feelings can affect people’s bodies and how they behave</li> <li>to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>recognising when they need help with feelings and how to ask for it</li> <li>change and loss (including death); identifying feelings associated with this; to recognise what helps people to feel better</li> <li><b>Physical Health:</b></li> <li>how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>simple hygiene routines that can stop germs from spreading</li> <li>dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>about people who help us to stay physically healthy</li> <li></li> </ul> <p><b>Informed Lifestyle Choices:</b></p>

				<ul style="list-style-type: none"> <li>• understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>• simple strategies for managing feelings and for good behaviour</li> <li>• choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>• Jesus died on the cross so that we would be forgiven</li> </ul> <p><b>Module 1, Unit 4: Life Cycles (S1)</b></p> <ul style="list-style-type: none"> <li>• know and appreciate that there are natural life stages from birth to death, and what these are</li> </ul> <p><b>Module 2, Unit 2: Living in the Wide World (S1)</b></p> <ul style="list-style-type: none"> <li>• they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc</li> <li>• we have a duty of care for others and for the world we live in (charity work, recycling etc)</li> <li>• what harms and what improves the world in which we live</li> </ul>	<ul style="list-style-type: none"> <li>• why sleep is important and different ways to rest and relax</li> <li>• keeping safe in the sun and protect skin from sun damage</li> <li>• things that people can put into their body or on their skin; how these can affect how people feel</li> </ul>
Year 1	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>• about what is kind and unkind behaviour, and how this can affect others</li> <li>• treating themselves and others with respect; how to be polite and courteous</li> <li>• how people and other living things have different needs; about the responsibilities of caring for them about things they can do to help look after their environment</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>• what money is; forms that money comes in; that money comes from different sources</li> <li>• that money needs to be looked after; different ways of doing this</li> </ul> <p><b>Digital content:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">the role of the internet in everyday life</a></li> <li>• <a href="#">basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</a></li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>• keeping safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>• ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>• what to do if there is an accident and someone is hurt (inc. dialling 999, what to say)</li> </ul>	<ul style="list-style-type: none"> <li>• preparing to move to a new class/year group</li> <li>• listen to other people and play and work cooperatively</li> </ul>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>• that everyone has different strengths</li> </ul> <p><b>Aspirations:</b></p> <ul style="list-style-type: none"> <li>• Growth mindset</li> </ul> <p><b>Work and Career:</b></p> <ul style="list-style-type: none"> <li>• that jobs help people to earn money to pay for things</li> </ul>	<p>Follow the programme for Key Stage 1</p> <p><b>Module 1, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>• we are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness</li> <li>• we are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• we can give thanks to God in different ways</li> </ul> <p><b>Module 2, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>• we are part of God's family</li> <li>• saying sorry is important and can mend friendships</li> <li>• Jesus cared for others and had expectations of them and how they should act</li> <li>• we should love other people in the same way God loves us</li> </ul> <p><b>Module 2, Unit 2: Personal Relationships (S1-S3)</b></p> <ul style="list-style-type: none"> <li>• identify 'special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>• importance of nuclear and wider family</li> <li>• importance of being close to and trusting special people and telling them if something is troubling them</li> <li>• how their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• characteristics of positive and negative relationships</li> <li>• different types of teasing and that all bullying is wrong and unacceptable</li> <li>• recognise when they have been unkind and say sorry</li> </ul>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>• different feelings that humans can experience</li> <li>• how to recognise, name and share different feelings (in self and others)</li> <li>• how to manage when finding things difficult</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>• how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>• simple hygiene routines that can stop germs from spreading</li> <li>• dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>• about people who help us to stay physically healthy</li> <li>• managing big feelings, strategies for calming themselves down and/or change their mood when they don't feel good</li> <li>• naming the main parts of the body</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>• what keeping healthy mean and different ways to keep healthy</li> <li>• different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>• about foods that support good health and the risks of eating too much sugar</li> </ul>

				<ul style="list-style-type: none"> <li>recognise when people are being unkind to them and others and how to respond</li> <li>know that when we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>know that we should forgive like Jesus forgives</li> </ul> <p><b>Module 2, Unit 3: Keeping Safe (S1-S3)</b></p> <ul style="list-style-type: none"> <li>to understand safe and unsafe situations, <a href="#">including online</a></li> <li>difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>how to resist pressure when feeling unsafe</li> <li>know that they are entitled to bodily privacy</li> <li>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</li> </ul> <p><b>Module 3, Unit 1: Religious Understanding (S1 +S2)</b></p> <ul style="list-style-type: none"> <li>God is love: Father, Son and Holy Spirit</li> <li>being made in His image means being called to be loved and to love others</li> <li>know what a community is, and that God calls us to live in community with one another</li> <li>a scripture illustrating the importance of living in community as a consequence of this</li> <li>Jesus' teaching on who is my neighbour</li> </ul>	
<b>REC</b>	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>recognise the various communities they belong to</li> <li>responsibilities of being apart of a community</li> <li>recognise that we all have different likes and dislikes, but also similar needs (to be loved and respected, to be safe etc)</li> <li>know importance of respecting people's differences</li> <li>identify how someone may feel if their differences are, or are not respected</li> <li>how to help others with practical tasks and acts of kindness</li> <li>importance of sharing with others and examples</li> <li>ways to show responsibility for looking after the environment of communities we live in</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>recognise money in its different forms-coins, notes discuss other ways adults pay for things eg mobile phone, contact free cards</li> <li>know that things cost different amounts</li> <li>know that charitable contributions help people who have less</li> </ul> <p><b>Digital Content:</b></p> <ul style="list-style-type: none"> <li><a href="#">use digital learning content, such as Purple Mash, with supervision</a></li> <li><a href="#">recognise different technologies and their uses at home and school</a></li> <li><a href="#">know to tell a trusted adult if anything online is upsetting or frightening</a></li> </ul> <p><b>Keeping Safe:</b></p>	<ul style="list-style-type: none"> <li>preparing to move to a new class/year group</li> <li>that eye contact helps good listening</li> <li>give focused attention to instructions</li> <li>regulate actions</li> </ul>	<p><b>Work and Career:</b></p> <ul style="list-style-type: none"> <li>People Who Help Us topic – explore different possible careers</li> <li>Use own likes to plan and achieve a goal</li> </ul>	<p>Reception and Early Years follow the Ten Ten programme for EYFS.</p> <p><b>Module 1, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>we are created individually by God as part of His creation plan</li> <li>we are all God's children and are special</li> <li>our bodies were created by God and are good</li> <li>we can give thanks to God</li> </ul> <p><b>Module 1, Unit 2: Me, My Body and My Health (S1-3)</b></p> <ul style="list-style-type: none"> <li>we are each unique, with individual gifts, talents and skills</li> <li>whilst we all have similarities because we are made in God's image, difference is part of God's plan</li> <li>our bodies are good and made by God</li> <li>names of the parts of the body (not genitalia)</li> <li>our bodies are good and we need to look after them</li> <li>what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul> <p><b>Module 1, Unit 3: Emotional Well-Being (S1-3)</b></p> <ul style="list-style-type: none"> <li>we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>it is natural for us to relate to and trust one another</li> <li>language to describe their feelings</li> <li>understanding that everyone experiences feelings, both good and bad</li> <li>simple strategies for managing feelings</li> <li>simple strategies for managing emotions and behaviour</li> <li>we have choices and these choices can impact how we feel and respond.</li> <li>we can say sorry and forgive like Jesus</li> </ul> <p><b>Module 1, Unit 4: Life-Cycles (S1)</b></p>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>some positive affirmations</li> <li>that positive affirmations can help us feel more confident when worried</li> <li>Children's Mental Health Week</li> <li>name different emotions</li> <li>identify ways to manage uncomfortable feelings</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>when to brush the teeth</li> <li>how to brush teeth effectively</li> <li>how and when to wash hands</li> <li>explain how to stay safe in the sun</li> <li>make links between body parts and their movements</li> <li>recognise basic effects of exercise on the body</li> </ul> <p><b>Informed Life Style Choices:</b></p> <ul style="list-style-type: none"> <li><a href="#">Safer Internet Day</a></li> <li>Importance of a diet with less sugar</li> <li>identify foods and drinks that are high or low in sugar</li> <li>compare quantities of sugar in different items</li> </ul>

	<ul style="list-style-type: none"> <li>• discuss and help make decisions about personal safety eg knowing the play equipment is wet and slippery and observing other play rules</li> <li>• safely use, store and transport tools such as scissors</li> </ul>			<ul style="list-style-type: none"> <li>• there are natural life stages from birth to death, and what these are</li> </ul>	
<p><b>EY</b></p>	<p><b>Worldwide Values (FBV):</b></p> <ul style="list-style-type: none"> <li>• Code of Conduct-Understand rules apply to all</li> <li>• recognise and learn about different cultures and faiths (God Matters)-mutual respect and tolerance</li> <li>• challenge gender stereotypes (People who help us) topic/stories representing diversity</li> <li>• acts of kindness (the rainbow fish)</li> <li>• eye contact, please and thank you</li> <li>• RESPECT WEEK - Remembrance, anti-bullying, kindness</li> <li>• listening to what others say</li> <li>• Chinese New Year</li> <li>• why we shouldn't judge others based on their appearance</li> </ul> <p><b>Financial Decision Making:</b></p> <ul style="list-style-type: none"> <li>• visit local shops to make purchases using cash</li> <li>• support children to spend their own money during Harvest Cafod event</li> <li>• Role-play-tills, purses, cards, coins and notes</li> </ul> <p><b>Digital Content:</b></p> <ul style="list-style-type: none"> <li>• recognise the use of technology at home and school</li> <li>• role-play-mobile phones, radios, remote controls etc.</li> <li>• iPad, camera selfies role play</li> </ul> <p><b>Staying Safe:</b></p> <ul style="list-style-type: none"> <li>• road vehicles and road safety</li> <li>• trains and train stations</li> <li>• boats and water transport</li> </ul>	<ul style="list-style-type: none"> <li>• preparing to move to a new class/year group</li> <li>• classroom behaviour</li> <li>• asking for help</li> <li>• good sitting</li> <li>• following instructions</li> <li>• awareness of available resources and self-select to support their learning activities</li> <li>• ongoing dialogue and reflection with children about <i>how</i> they are learning</li> <li>• independence skills-dressing, cutlery, selecting and tidying resources, choosing own activities</li> </ul>	<p><b>Brand You:</b></p> <ul style="list-style-type: none"> <li>• independent work display board-celebrate effort and achievement</li> <li>• positive reinforcement of children's effort and progress</li> <li>• circle times-identifying what children like about themselves/ what they are good at/ what others are good at etc.</li> <li>• promoting sharing of ideas &amp; talking in front of the class/small groups</li> </ul> <p><b>Work and Career:</b></p> <ul style="list-style-type: none"> <li>• people Who Help Us topic – explore different possible careers</li> </ul>	<ul style="list-style-type: none"> <li>• we are part of God's family</li> <li>• Jesus cared for others and wanted them to live good lives like Him</li> <li>• we should love other people in the same way God loves us</li> </ul> <p><b>Module 2, Unit 1: Religious Understanding (S1)</b></p> <ul style="list-style-type: none"> <li>• we are part of God's family</li> <li>• Jesus cared for others and wanted them to live good lives like Him</li> <li>• we should love other people in the same way God loves us</li> </ul> <p><b>Module 2, Unit 2: Personal Relationships (S1 -3)</b></p> <ul style="list-style-type: none"> <li>• identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>• importance of the nuclear family and of the wider family</li> <li>• importance of being close to and trusting of 'special people' and telling them is something is troubling them</li> <li>• how their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>• characteristics of positive and negative relationships</li> <li>• different types of teasing and that all bullying is wrong and unacceptable</li> <li>• recognise when they have been unkind to others and say sorry</li> <li>• when we are unkind, we hurt God and should say sorry</li> <li>• recognise when people are being unkind to them and others and how to respond</li> <li>• we should forgive like Jesus forgives</li> </ul> <p><b>Module 2, Unit 3: Keeping Safe (S1 -4)</b></p> <ul style="list-style-type: none"> <li>• safe and unsafe situations indoors and outdoors, <a href="#">including online</a></li> <li>• they can ask for help from their special people</li> <li>• to know they are entitled to bodily privacy</li> <li>• they can and should be open with 'special people' they trust if anything troubles them</li> <li>• 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</li> <li>• medicines should only be taken when a parent or doctor gives them to us</li> <li>• medicines are not sweets</li> <li>• we should always try to look after our bodies because God created them and gifted them to us</li> <li>• there are lots of jobs designed to help us</li> <li>• paramedics help us in a medical emergency</li> <li>• First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul> <p><b>Module 3, Unit 1: Religious Understanding (S1-2)</b></p> <ul style="list-style-type: none"> <li>• God is love: Father, Son and Holy Spirit</li> <li>• being made in His image means being called to be loved and to love others</li> <li>• what a community is, and that God calls us to live in community with one another</li> <li>• scripture illustrating the importance of living in a community</li> <li>• no matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul> <p><b>Module 1, Unit 2: Living in the Wider World (S1)</b></p>	<p><b>Mental Health:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence to ask for help</li> <li>• Recognise and name feelings</li> <li>• Identify when we might have different feelings</li> <li>• Identify which feelings are/ are not comfortable</li> <li>• Talk about appropriate/inappropriate ways of expressing feelings</li> </ul> <p><b>Physical Health:</b></p> <ul style="list-style-type: none"> <li>• teach and reinforce good handwashing in the bathroom</li> <li>• learn how germs are spread and the importance of using tissues</li> <li>• going to the loo</li> </ul> <p><b>Informed Lifestyle Choices:</b></p> <ul style="list-style-type: none"> <li>• Ongoing discussion about healthy, varied diets at snack and lunch times</li> <li>• Cooking – healthy recipes</li> <li>• Grow and eat salad vegetables</li> </ul>

				<ul style="list-style-type: none"><li>• they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li><li>• they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li><li>• we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li><li>• what harms and what improves the world in which they live</li></ul>	
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## Senior School Speaker Cycle

Annual Health and Safety Talk from Estates Bursar

	Year A	Year B	Year C
Autumn Term	Alter Ego: Chelsea's Choice	Alter Ego: Going to Extremes	Alter Ego: Unacceptable
Spring Term	Child Net	Dick Moore	Drugs/Alcohol

## Prep School Speaker Cycle

	Year A	Year B	Year C
Autumn Term			
Spring Term		Bullying	Child Net