

Relationship, Sex and Health Education Policy (RSHE)



Our Lady's Bishop Eton Catholic Primary School

MISSION STATEMENT:



Our Lady's Bishop Eton Primary School

LIVING LOVING LEARNING IN JESUS

Chair of Governors	Mr. Phil Doyle
Head Teacher	Mr. Paul Loughran
Date adopted: Autumn 2024	Review Date: Summer 2026

Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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 PSHE/RSHE 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 centered 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 Relationship, Sex and Health Education RSHE 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.

Aim

Our Lady's Bishop Eton aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Journey In' Love 2020 we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the Statutory curriculum intent will be met within Come and See (RE), PSHE and Science curricula (See appendices at the of the document which incorporates Come and See (Appendix 2), DFE Statutory Relationships and Statutory Science (Appendix 3) and an overview of other resources mapped across each Year Group (Appendix 4).

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Our Lady's Bishop Eton Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At Our Lady's Bishop Eton, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – SLT, Mrs Maloney (RE and RSHE lead), Re Team: Mrs Williams and Ben Roose, Mrs Walsh (PSHE and RSHE lead) including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (January 2021)
- Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser/schools officers were invited to view a presentation on our school website about the policy.
- Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education through pupil voice questionnaires.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes *sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted the PSHE *My Life* Scheme of Work which enables both PSHE and RSHE objectives to be met (see Resources listed below and overviews in Appendix 4).

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Roles and Responsibility

The Governing Body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6* (see right of withdrawal)

Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey In Love the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Monitoring arrangements

The delivery of RSHE is monitored by Mrs Maloney (RE and RSHE lead) and Mrs Walsh (PSHE and RSHE lead) by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

Resources

- The PSHE Association www.pshe-association.org.uk
- My Life programme of study
- Journey In Love
- The Underwear PANTS Rule www.nspcc.org.
- Kapow Computing - Online Safety sessions
- **CEOP – National Crime Agency Command**
www.thinkuknow.co.uk
- www.valuesmoneyandme.co.uk
- A range of texts to teach The Equalities Act and celebrate difference and diversity across the curriculum – No Outsiders
- CAFOD resources
- St John's Ambulance – KS2 First Aid progression
- A range of texts to support with bereavement and loss
- Vote For Schools termly debates
- Safer Internet Day activities

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	KS1 and KS2
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	KS1 and KS2

That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	KS1 and KS2
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	KS1 and KS2
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	KS1 and KS2
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	KS1 and KS2

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	KS1 and KS2
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	KS1 and KS2
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	KS1 and KS2
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	KS1 and KS2
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	KS1 and KS2

Respectful relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	KS1 and KS2
Practical steps they can take in a range of different contexts to improve or support respectful relationships	KS1 and KS2
The conventions of courtesy and manners	KS1 and KS2
The importance of self-respect and how this links to their own happiness	KS1 and KS2
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	KS1 and KS2

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	KS1 and KS2
What a stereotype is, and how stereotypes can be unfair, negative or destructive	KS1 and KS2
The importance of permission-seeking and giving in relationships with friends, peers and adults	KS1 and KS2

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Key Stage 2
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	Key Stage 2

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	KS1 and KS2
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Key Stage 2
How information and data is shared and used online	Upper Key Stage 2

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Key Stage 2
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	KS1 and KS2
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	KS1 and KS2
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	KS1 and KS2
How to recognise and report feelings of being unsafe or feeling bad about any adult	KS1 and KS2
How to ask for advice or help for themselves or others, and to keep trying until they are heard	KS1 and KS2
How to report concerns or abuse, and the vocabulary and confidence needed to do so	KS1 and KS2
Where to get advice from e.g. family, school and/or other sources	KS1 and KS2

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	KS1 and KS2
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	KS1 and KS2
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	KS1 and KS2

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	KS1 and KS2
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	KS1 and KS2
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	KS1 and KS2
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	KS1 and KS2
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	KS1 and KS2
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	KS1 and KS2

It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	KS1 and KS2
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Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	KS1 and KS2
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Key Stage 2
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Key Stage 2
Why social media, some computer games and online gaming, for example, are age restricted	KS1 and KS2
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Key Stage 2
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Key Stage 2
Where and how to report concerns and get support with issues online	KS1 and KS2

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	KS1 and KS2
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	KS1 and KS2
The risks associated with an inactive lifestyle (including obesity)	KS1 and KS2
How and when to seek support including which adults to speak to in school if they are worried about their health	KS1 and KS2

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	KS1 and KS2
The principles of planning and preparing a range of healthy meals	KS1 and KS2
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	KS1 and KS2

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Key Stage 2
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Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Key Stage 2
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About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Key Stage 2
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Key Stage 2
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	KS1 and KS2
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	KS1 and KS2
The facts and science relating to allergies, immunisation and vaccination	KS1 and KS2

Basic first aid

How to make a clear and efficient call to emergency services if necessary	KS1 and KS2
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Key Stage 2

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Y5/6
About menstrual wellbeing including the key facts about the menstrual cycle	Y5/6

Appendix 2

Come and See and Relationship and Sex Education



Introduction Years 4-6

The following is intended as a guide for linking Relationship and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, PSHE etc.

YEAR 4		
PEOPLE	The family of God in Scripture	<ul style="list-style-type: none"> ● The importance of families ● Family relationships ● Respect for those who gave us life.
CALLED	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> ● Our response to being chosen ● What it feels like to be chosen ● Why it is difficult to make a response in some situations

		<ul style="list-style-type: none"> ● Giving up something else when you are chosen. ● What help do you need to chose ● The work of the Holy Spirit in our lives ● The work of the Holy Spirit in the lives of Christians ● What it is to live in the light of Christ ● The commitment of people who respond to the call of God
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> ● What you value most about the gift of friendship ● What you offer others in your friendship ● Why the gift of love and friendship is important ● The joys and demands of friendship ● The commitment required by the gift of love and friendship.

COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> • The meaning of <i>community</i> • The advantages of being part of a <i>community</i>? • What helps to build up <i>community</i> • The demands of being part of a community? • Why people give time and service in helping others in their community • The causes of a breakdown of a <i>community</i> • How the parish community celebrates together and supports one another
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> • Your experience of giving and receiving. • The importance of giving and receiving? • The joys and demands of giving and receiving? • Why it is important to live in communion • Ways in which we live and grow in communion. • How the Eucharist challenges and enables living and growing in communion?
SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> • The experience of giving up something and be very disciplined for a good reason. • How to be self disciplined • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	<ul style="list-style-type: none"> • What you do when life is difficult

		<ul style="list-style-type: none"> • The experience of good news bringing life. and happiness. • How the power of the Holy Spirit helps Christians today
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> • What makes friendships strong • How decisions about friendship are informed by beliefs and values. • How friendships are built • How friendships may be restored when they have been broken • Sin and the importance of examining of your conscience • The greatest commandment, love of God and others • The meaning of contrition and of

		<ul style="list-style-type: none"> absolution • Forgiveness of others
GOD'S PEOPLE	Different saints show people what God is like.	<ul style="list-style-type: none"> • What makes a person do extraordinary things? • How ordinary people do extraordinary things. • The qualities you admire in others • How true happiness can be found • How you can do extraordinary things

YEAR 5		
OURSELVES	Created in the image and likeness of God	<ul style="list-style-type: none"> • Talents and qualities you admire in others • Your own talents and qualities and how you use them • Identify qualities in anyone else • How talents and qualities are developed. • We are made in the likeness of God • What being unique means • God's love for us • How Christians are called to live in peace. • How people are made in God's image and likeness might live
LIFE CHOICES	Marriage, commitment and service	<ul style="list-style-type: none"> • The ingredients of a good friendship • What fidelity means and how it applies to friendship • Responsibilities friends have for one another • Difficulties and joys of friendships • What is important for friendship to thrive • What it feels like to have faithful friend • Jesus' advice about relationship? • The importance of fidelity, loyalty and commitment in maintaining a friendship • The importance of commitment and responsibility in relationships. • What is means to be committed

		<ul style="list-style-type: none"> • The work of Christian service • The Sacrament of Marriage • The symbols of the promises and the blessing of rings • All are called to live in love and service
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HOPE	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> ● Your experience of waiting ● How people wait in different ways, for different things. ● Why waiting is a mystery ● How you can best use the time you spend waiting and what might help you ● What you think about when you are waiting for something exciting ● How you behave when you are waiting ● The difference between <i>hope</i> and <i>expect</i> ● Why people wait with hope ● The coming of Jesus at the end of time ● Advent is a time of waiting hopefully
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> ● The demands and joys being dedicated in your mission ● Discovering your mission? ● What inspires people in their mission ● The joys and demands of engaging in a mission ● The reasons why people want to help others. ● How people carry out Jesus' mission today ● Jesus' prayer for unity
MEMORIAL SACRIFICE	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> ● Why memories are important ● How it is possible to keep important memories alive ● About sacrifice in daily life
SACRIFICE	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> ● How you feel when you give ● How you feel when you refuse to give. ● The cost of giving. ● How people decide whether or not to give ● How those decisions are informed by beliefs and values ● The costs or rewards of giving can be ● That Lent is a season of giving to prepare for the Easter
TRANSFORMATION	Celebration of the Spirit's transforming power	<ul style="list-style-type: none"> ● How people can use the energy of their minds for the good of others. ● How people can use time and physical energy for the well being of others and why they should. ● How energy can transform ● How we can use our energy to transform ourselves ● How we can use the energy from the earth's resources in a fair and sustainable way.

		<ul style="list-style-type: none"> ● How the power of the Holy Spirit helps Christians today
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FREEDOM & RESPONSIBILITY	Commandments enable Christians to be free & responsible	<ul style="list-style-type: none"> ● What freedom parents have a right to ● What freedom children have a right to. ● What is responsible and irresponsible behaviour. ● How rules can bring freedom ● How people know the boundaries that their personal freedom gives them. ● How freedom and responsibility are linked. ● How people's perception of what their freedom allows may conflict with the expectation of others. ● How importance of the Ten Commandments for Christians today. ● How the Beatitudes show us a positive way of life. ● Jesus teaching on the greatest commandments, love of God and others.
STEWARDSHIP	The Church is called to stewardship of Creation	<ul style="list-style-type: none"> ● What I really care about ● Showing concern for what I care for ● The meaning of stewardship ● Understanding the wonders of God's creation ● People are made in the image and likeness of God ● Christians can be good stewards. ● The Christian's responsibility to take care of, to be a steward of the earth ● The importance of ecology

YEAR 6

YEAR 6		
LOVING	God who never stops loving	<ul style="list-style-type: none"> ● What unconditional love means ● How love is shown ● How you are loved and cared for ● What members of your family do for each other ● How you show love to others ● How people have inspired and influenced you to show unconditional love to others ● What it means to be truly loving ● How people show unconditional love to others ● The beliefs and values which have inspired and influenced you to be loving? ● The scripture text that demonstrate God's unconditional love for everyone even when times are hard. ● The challenge these passages present to Christians.

		<ul style="list-style-type: none"> ● The Beatitudes and their meaning for today. ● God's unconditional love and what this means. ● By living in God's way, as Jesus showed us, we can grow in love.
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<ul style="list-style-type: none"> ● What it means to be committed? ● Why people are committed? ● The implications of lack of commitment ● Whom shows commitment ● How commitment affects the level of job satisfaction <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>
EXPECTATIONS	Jesus born to show God to the world	<ul style="list-style-type: none"> ● The expectations you have of yourself ● Having high expectations of others ● Trusting and believing in one another ● What happens if you let people down or others let you down? ● Patience is important in expectations ● The difference between wishing and expecting. ● The meaning of Advent
SOURCES	The Bible, the special book for the Church	<ul style="list-style-type: none"> ● The kind of books which are the most helpful ● Our lives are enriched by books. ● The wonder of books and how they take a person beyond themselves ● The presence of God in the words of Scripture ● The care and reverence with which the Word of God is treated
UNITY	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> ● Why friendships are important ● The most important value in friendship ● What helps a friendship to flourish ● The kinds of behaviour that break a friendship ● Those affected when a friendship is broken ● Mending broken friendships ● Becoming one with Christ and one another in Holy Communion ● The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> ● The affect of loss in everyday life ● The change it brought ● What remained the same ● What is the best way to cope with loss ● How people cope with loss and death ● How death brings new life ● Lent, a time to remember the suffering and death of Jesus
WITNESSES	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> ● When to be a witness ● How to be a witness ● Why it sometimes needs courage to be a witness ● Examples of modern witnesses ● The witness of a local charity,

HEALING	Sacrament of the Sick	<p>Showing compassion and care for those who are ill Our attitude towards those people are ill in their minds Helping, caring and understanding those with a learning disability.</p> <ul style="list-style-type: none"> ● What gives a person comfort when they are very ill ● Why people give time and commitment to caring for others ● Why we care for the sick ● The Sacrament of Anointing brings comfort to those who are sick ● The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	<p>How we build a fair and just world The difference between fairness and justice, unfairness and injustice Helping to promote the dignity and common good of one another Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"> ● The ways we can act justly, love tenderly and walk humbly with God ● How Christians can work for the common good ● Something about Catholic Social Teaching

Appendix 3

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle



Appendix 4: RSHE, personal development and wellbeing Overview

At Our Lady's Bishop Eton Catholic Primary School, the physical and emotional well-being of our children is a priority. We place a great deal of emphasis on the significance of RSHE, personal development, and wellbeing as a Catholic school and it is embedded in our ethos. We support and teach our pupils in order to help them develop the knowledge, understanding and skills needed to live happy, healthy and fruitful lives. Central to our RSHE, personal development and wellbeing teaching and learning is the promotion and nurturing of our pupils' spiritual, moral, social and cultural development. These aspects of the curriculum are taught through a range of implicit and explicit learning opportunities. Objectives are also covered across the curriculum e.g. Come and See, Science, English, History, Geography, Music, Art, PE and Computing. Whole school events such as assemblies, enrichment activities, trips/visits and Church services throughout the year also enhance this provision.

Our Values curriculum both provides the structure and sustenance for our school as a living Christian Community which works in partnership to recognise the uniqueness of each member of our school and to provide an education that fully develops their gifts and talents.

It has a direct influence on:

-OUR ETHOS AND ENVIRONMENT; establishing:

- Clear boundaries
- Real and meaningful rules
- Good discipline
- A calm, reflective atmosphere which facilitates contemplation enabling the children get to know themselves better and develop a sense of responsibility for their own lives and happiness.

-OUR CURRICULUM, most specifically on: Religious Education, Relationships and Sex Education, Physical Education, Spiritual, Moral, Social and Cultural (SMSC) development, Personal, Social and Health Education (PSHE), and on the teaching of British Values.

Our children's **ENGAGEMENT IN AND CONNECTION** to their learning and the understanding of the responsibilities this entails for themselves and others.

-The development of the whole child as a **REFLECTIVE LEARNER** within a calm, caring, happy and purposeful atmosphere.

BRITISH VALUES

Our children are taught that both British fundamental values and Community Cohesion are important dimensions of life in our school, our country and our world. Our school actively promotes the fundamental British values of:

DEMOCRACY

- Through the election of Head Boy, Head Girl, School Councillors and Live Simply Councillors
- School and Live Simply Council meetings the outcomes of which are fed back to the whole school
- Our school ethos which respects the voice of every child

RULE OF LAW

- Through the modelling of school rules which are bedded in Democracy and the Gospel Values of Justice, Equality and Solidarity our children develop a good understanding of the need for and dynamics of law

INDIVIDUAL LIBERTY AND MUTUAL RESPECT

- Our Mission Statement and ethos and our values curriculum celebrate individual liberties and rights and support our children to understand the need for mutual respect and responsibility

TOLERANCE OF THOSE WITH DIFFERENT FAITH AND BELIEFS

- Our school ethos, culture and provision promote a genuine respect and tolerance for the dignity and equity of different persons

Spiritual, social, moral and cultural values permeate the whole of the curriculum.

	SOCIAL	MORAL	SPIRITUAL	CULTURAL
English	Developing skills in speaking and listening and social interaction Writing for and communicating with an audience. Reading about social issues and debating around them Reading about a variety of life experiences	Reflecting on moral issues & questions exemplified in literature Discussing of right and wrong, behaviour & relationships Forming evaluative judgements.	Reading literature that explores human experience and response to life and death. Reflecting on the use of stillness and imagination in literature to develop inner awareness. Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings.	Reading stories and literature from other cultures. Being aware of issues such as stereotyping and equal opportunities in literature. Responding to language and meanings in different cultures.
Maths	Taking turns and sharing. Collaborating to gather information and solve problems. Recognising maths skills as a tool for society.	Respecting logic and honesty Being aware of manipulation of data statistics.	Enjoying numbers, including the idea of infinity. Reflecting on pattern and order as well as a sense of mystery and space. Exploring the relationship of numbers, shape and objects and the possibility of inter-connectedness. Achieving a sense of achievement and self-worth as understanding develops	Enjoying number & pattern in other cultures Respecting mathematical concepts in other cultures Respecting universal logic & truth
Science	Collaborating, sharing skills and expertise. Communicating & interacting. Researching science related to issues in society, e.g. alcohol abuse.	Reflecting on the impact of scientific discovery & progress. Respecting logic, honesty and rigour. Being aware of data manipulation & bias Caring for living things.	Linking scientific & spiritual interpretations about the universe and life. Reflecting on the environment, the mystery of the natural world, physical worth, life cycles and growth. Being aware of physical self as wonderful.	Recognising & respecting differences and similarities between groups of humans. Understanding the role and development of scientific thinking in different cultures Exploring the cultural impact of new scientific knowledge.
Art	Understanding that art as a means of learning about people and society.	Interpreting & reflecting on art which promotes a moral point of view.	Reflecting: Beauty, colour, shape and texture, religious and spiritual ideas, feelings, imagination and expressive thought.	Reflecting on: <ul style="list-style-type: none"> ● Art from different cultures ● Art as an expression of culture
Computing	Promoting collaborative learning with technology and exploring the benefits of this. Giving them opportunities to cooperate with a group towards a shared outcome. Encouraging pupils to speculate and hypothesise with their peers when tinkering with new technology.	Raising awareness of the legal aspects of using technology including copyright legislation, data protection and age-restrictions. Instilling the importance of treating others online with respect and ensuring pupils understand the negative effects that unkind online behaviour can have on others. Offering opportunities for pupils to discuss ethical issues	Providing opportunities for reflection and awe around the developments in technology and the possibilities for the future. Offering opportunities to learn about how technology is used in the world around them, with time to consider the benefits and drawbacks of this.	Encouraging them to reflect on how developments in technology have led to changes in every-day life. Allowing them to engage with cultural opportunities that may otherwise be unavailable to them from the confines of the classroom.

	Teaching rules for being a respectful member of an online community and the importance of mutual respect when using technology. Teaching children their rights (Individual liberty/ Rule of law) regarding issues such as sharing of information and being in control of permissions on their devices. Raising awareness of the common issues and benefits of social media.	surrounding technology, such as data tracking, online advertising and influencers and the proliferation of fake news and disinformation.	Encouraging them to consider the feelings of others in their use of technology. Allowing them to express themselves creatively using technology.	
DT	Designing with others. Collaboration / team skills Using technology to benefit others	Reflecting on moral issues raised by technological discovery & progress/environment/ useability/ recycling/ resourcing/costing	Developing respect for human potential and achievement. Taking pleasure in physical constructions.	Reflecting on designs & artefacts from different times, cultures, countries & climates

Geography	Collaborative field work Local studies	Being aware of: Moral responsibility to care for the environment and not exploit other communities Human exploitation and poverty amid affluence. Misuse of earth's resources and human responses, e.g. recycling and deforestation.	Developing: A sense of wonder at the earth's variety and order. Self-awareness and relationships with other cultures and environments. An appreciation of natural features	Reflecting on different peoples & geographical locations in comparison with own cultural context. Being aware and appreciative of different styles of everyday life. Being aware of the influence of the impact of the environment on societies.
History	Understanding the influence of the past on the development of society today.	Reflecting on: <ul style="list-style-type: none"> Local, national and world issues. Moral issues, e.g. war and peace. 	Reflecting on the Ideas of change and development Understanding the importance of tradition to a community. Developing a sense of time and awareness of personal place within it.	Understanding of the development of other cultures and their contribution to the sciences & arts. Understanding of important people and places and their influence on cultures, both positive and negative.
MFL	Communicating in a different language Recognising similarities & differences between cultures	Reflecting on stories with a moral message from other countries. Current affairs and human responses to them within different countries. Awareness and understanding of fellow human beings living different lifestyles in different countries.	Developing an awareness of the beauty inherent in another language. The use of a different language to express thoughts slightly differently	Studying different food and eating habits, literature, leisure pursuits, fashion and life styles as part of a cultural tradition. Comparing the same systems across different cultures


Music	Collaborating work and sharing resources. Group singing and composition	Respecting the ideas and judgements of others. Learning from the lives of composers.	Making & listening to music Reflecting on the feelings and emotions associated with different types of music. Using music as a background to times of quiet and reflection to develop awareness of the inner self.	Reflecting on music from different cultures Understanding music as an expression of culture Studying instruments from other cultures.
P.E	Collaborating in team showing co-operation and respect for others Taking part in team games and obeying rules. Celebrating of the achievement of others Showing good sportsmanship	Developing a sense of fair play & good sportsmanship Taking part in team games and obeying rules. Having an awareness of others' needs Encouragement Celebrating the achievement of others	Developing a spiritual awareness of the body, its beauty and potential through activity and observation. Using movement to express feelings and emotions including dancing for joy. Developing inner determination to do one's best and recognise and develop one's inner potential and strength.	Understanding dance as an expression of culture, e.g. Indian folk.
R.E	Reflecting on family, tradition, religious faiths, social groups, communities, social caring and responsibility.	Appreciating stories with a moral message from other world religions. Reflecting on: <ul style="list-style-type: none"> ● Ideas of right and wrong behaviour in world religions. ● Individual and corporate responsibility within religious and other communities. Listening, respecting and evaluating	Learning about religious reflection, humanist ideas and spiritual practices Experiencing space and silence to allow skills in reflection and awareness to develop. Meeting others who belong to other traditions. Experiencing awe, wonder and transcendence.	Understanding different religions as part of a cultural tradition. Meeting people from a variety of faiths and cultures, and visiting places of worship. Exploring how religious and humanist ideas are expressed in different cultures, e.g. food, dress, festivals.


Come and See Overview Year 4-6:


Autumn	Domestic Church Year 4 – PEOPLE Year 5 - OURSELVES Year 6 - LOVING	Baptism/ Confirmation Year 4 – CALLED Year 5 - LIFE CHOICES Year 6 - VOCATION AND COMMUNITY	Other Faiths Week Judaism	Advent/ Christmas Year 4 – GIFT Year 5 – HOPE Year 6 - EXPECTATIONS
Spring	Local Church Year 4 - COMMUNITY Year 5 – MISSION Year 6 – SOURCES	Eucharist Year 4 - GIVING & RECEIVING Year 5 - MEMORIAL SACRIFICE Year 6 - UNITY	Other Faiths Week Islam	Lent/Easter Year 4 - SELF DISCIPLINE Year 5 – SACRIFICE Year 6 - DEATH & NEW LIFE
Summer	Pentecost Year 4 - NEW LIFE Year 5 – TRANSFORMATION Year 6 - WITNESSES	Reconciliation Year 4 - BUILDING BRIDGES Year 5 - FREEDOM & RESPONSIBILITY Year 6 - HEALING		Universal Church Year 4 - GOD'S PEOPLE Year 5 – STEWARDSHIP Year 6 - COMMON GOOD


'To Know You More Clearly' Religious Education Directory Planner 2024-2025
EYFS, YEARS 1-3


	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	BRANCH 1 CREATION AND COVENANT	BRANCH TWO PROPHECY AND PROMISE	BRANCH THREE FROM GALILEE TO JERUSALEM	BRANCH FOUR FROM DESERT TO GARDEN	BRANCH FIVE TO THE ENDS OF THE EARTH	BRANCH SIX DIALOGUE AND ENCOUNTER
HEAR	God made our beautiful world and everything in it. God made me.	Mary was going to have a baby. His name will be Jesus. Jesus was born in Bethlehem. Shepherds hurried to see Mary and Joseph and baby Jesus.	The Wise Men visit Jesus. Jesus welcomes the little children. Jesus blesses the little children.	Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (Great Commandment)	Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.	Other Faiths
BELIEVE	God made me. God loves me. God loves everyone. God made the wonderful world.	The Annunciation. The Nativity. The Shepherds visit the manger.	Jesus was born for everyone.	Caring for other in Lent. Jesus died on a cross. Jesus rose and we celebrate.	The Holy Spirit is our friend. The Holy Spirit looks after us.	
CELEBRATE	The words and actions of the Sign of the Cross. Give thanks for God's Wonderful World.	Advent Wreath. The tradition of the crib. Nativity celebration.	The Glory Be is a special prayer.	Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden.	The parish church is a special place where we meet our friends. We sing and say prayers.	
LIVE	Look after me. Look after God's world.	Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all	Show love to everyone like Jesus.	Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs	The parish church. We gather with friends at church, especially on Sunday	


 Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
To Know You More Clearly (RE)	AS ABOVE								
PSHE	PHSE forms the basic structure of the EYFS through the prime area of Personal, Social and Emotional Development. This is made up of three main strands: Self –regulation, managing self and building relationships. PHSE is taught via a cross-curricular / themed approach to learning that links PSED, Literacy and Understanding the world and through a mixture of both adult led and child-initiated learning and enhanced continuous provision that allow numerous opportunities for the children to develop within each of the strands.								
RSE: Journey in Love	Social and Emotional: To recognize the joy of being a special person in my family		Physical: To recognize that we are all different and unique		Spiritual: To celebrate the joy of being a special person in God's family.				
Equality and Diversity (No Outsiders)		You Choose by Nick Sharratt and Pippa Goodheart <input type="checkbox"/> To say what I think		Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt <input type="checkbox"/> To understand that it's OK to like different things		Blue Chameleon by Emily Gravett <input type="checkbox"/> To make friends with someone different	The Family Book by Todd Parr <input type="checkbox"/> To understand that all families are different.	Mommy, Mama and Me by Leslea Newman and Carol Thompson <input type="checkbox"/> To celebrate my family	


 Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	AS ABOVE					
PSHE	Feelings and Special People	Staying Safe	Healthy Me	All Around Us	Money Matters	
RSE: Journey in Love	Social and Emotional: To recognize signs that I am loved in my family		Physical: To recognize how I am cared for and kept safe in my family.		Spiritual: To celebrate ways that God cares for us	
Equality and Diversity – No Outsiders		Text: Elmer by David Mckee <input type="checkbox"/> To like the way I am		Text: Ten Little Pirates by Mike Brownlow and Simon Rickerty <input type="checkbox"/> To play with boys and girls		Text: My Grandpa is Amazing by Nick Butterworth <input type="checkbox"/> To recognise that people are different ages
						Text: Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith <input type="checkbox"/> To understand our bodies work in different ways
						Text: My World, Your World by Melanie Walsh <input type="checkbox"/> To understand we share the world with lots of people

 Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	AS ABOVE					
PSHE	Different Types of Families	Healthy Bodies	Feeling Included	Healthy Minds	Caring for the Environment and Social Responsibility	
RSE: Journey in Love	Social and Emotional: To recognize the joy and friendship of belonging to a diverse community		Physical: To describe ways of being safe in communities		Spiritual: To celebrate ways of meeting God in our communities	
Equality and Diversity – No Outsiders		Text: The great Big Book of families by Mary Hoffman and Ros Asquith <input type="checkbox"/> To understand what diversity is		Text: The First Slodge by Jeanne Willis <input type="checkbox"/> To understand how we share the world		Text: The Odd Egg by Emily Gravett <input type="checkbox"/> To Understand what makes someone feel proud
		Text: Just Because by Rebecca Elliot <input type="checkbox"/> To feel proud of feeling different				
		Text: Blown Away by Rob Biddulph <input type="checkbox"/> To be able to work with everyone in my class				

 Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To Know You More Clearly (RE)	AS ABOVE					
PSHE	Safety Online	Celebrating Achievements and being Resilient	Being part of a Community	Exercise	Stereotypes	
RSE: Journey in Love	Social and Emotional: To describe and give reasons how friendships make us feel happy and safe		Physical: To describe and give reasons why friendships can break down, how they can be repaired and strengthened		Spiritual: To celebrate the joy and happiness of living in friendship with God and others.	
Equality and Diversity – No Outsiders		Text: Oliver by Birgitta Sif <input type="checkbox"/> To understand how differences can affect someone.		Text: This is Our House by Micheal Rosen <input type="checkbox"/> To understand what discrimination means		Text: Two Monsters by David Mckee <input type="checkbox"/> To Find a Solution to a Problem
		Text: The Hueys in the New Jumper by Pliver Jeffers <input type="checkbox"/> To use strategies to help someone who feels different				
		Text: Beegu by Alexis Deacon <input type="checkbox"/> To be welcoming				

 Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Come and See (RE)	AS ABOVE					
PSHE	Nutrition and Dental Health	Human Rights	Emergency Situations	Money Matters	Falling Out and Making Up	
RSE: Journey in Love	Social and Emotional: To describe how we all should be accepted and respected.		Physical: To describe how we should treat others making links with the diverse modern society we live in		Spiritual: To celebrate the uniqueness and innate beauty of each of us	
Equality and Diversity – No Outsiders		Text: Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie <input type="checkbox"/> To know when to be assertive		Text: King and King by Linda de Hann and Stern Nijland <input type="checkbox"/> To understand why people choose to get married		Text: The Way Back Home by Oliver Jeffers <input type="checkbox"/> To overcome language as a barrier Text: The Flower by John Light <input type="checkbox"/> To ask questions Text: Red: A Crayon's Story by Michael Hall <input type="checkbox"/> To be who you want to be

 Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Come and See (RE)	AS ABOVE					
PSHE	Body Image	Bereavement and Loss	Fake News	Life in Plastic	Changes in Friendships	
RSE: Journey in Love	Social and Emotional: To show knowledge and understanding of emotional relationship changes as we grow and develop		Physical: To show knowledge and understanding of the physical changes in puberty		Spiritual: To celebrate the joy of growing physically and spiritually.	
Equality and Diversity – No Outsiders		Text: Where the Poppies Grow Now by Hilary Robinson and Martin Impey <input type="checkbox"/> To learn from our past		Text: Rose Blanche by Lan McEwan and Roberto Innocenti <input type="checkbox"/> To justify my actions		Text: How to Heal a Broken Wing by Bob Graham <input type="checkbox"/> Recognise when someone needs help Text: The Artist Who Painted a Blue Horse by Eric Carle <input type="checkbox"/> To appreciate artistic freedom Text: And Tango Makes Three by Justin Richardson and Peter Parnell <input type="checkbox"/> To accept people who are different than me

 Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Come and See (RE)	AS ABOVE					
PSHE	Drugs and Alcohol Education	Mental and Emotional Health	Global Sustainable Development	E-safety and Social Media	Anti-Social Behaviour and the Role of Police and the Law	PSHE Topic 2 lesson 2 and 3 - consent.
RSE: Journey in Love	Social and Emotional: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families		Physical: Explain how human life is conceived		Spiritual: Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships	
Equality and Diversity – No Outsiders		Text: My Princess Boy by Cheryl Kilodavis and Susanne DeSimone <input type="checkbox"/> To promote diversity		Text: The Whisperer by Nick Butterworth <input type="checkbox"/> To stand up to discrimination		Text: The Island by Armin Greder <input type="checkbox"/> To challenge the causes of racism Text: Love You Forever by Robert Munsch <input type="checkbox"/> To consider how my life changes as I grow up Text: Dreams of Freedom by Amnesty International <input type="checkbox"/> To recognise my freedom

Further personal development opportunities:

Autumn	Spring	Summer
<p>Harvest celebration</p> <p>Judaism Week</p> <p>World Mental Health Day</p> <p>Black History Month</p> <p>Bonfire / Halloween safety</p> <p>Anti-bullying week</p> <p>Mental Wellbeing Afternoon</p>	<p>Children's Mental Health Week</p> <p>Safer-Internet Day</p> <p>PCSO – E-safety</p> <p>Mental Wellbeing Afternoon</p>	<p>Mental Health Awareness Week</p> <p>Disability Awareness Day</p> <p>Other faith week</p> <p>Sports Day</p> <p>Enterprise Week</p> <p>Mental Wellbeing Afternoon</p>
<p>Fundraising opportunities – local, national and global</p>		
<p>Class roles and responsibilities</p>		
<p>Whole school roles and responsibilities: School Councillors, Live Simply Councillors, Head girl/boy, E-cadets, Play Leaders, etc.</p>		

