

# You, Me, Everyone!

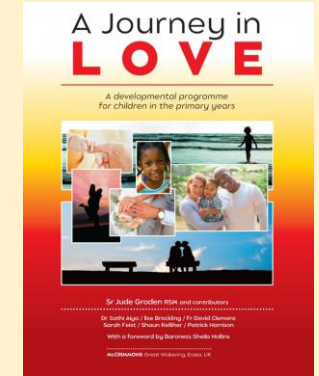
Our RSHE, PSHE & Wellbeing Programme

Parent Information

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.

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





At the heart of all we do

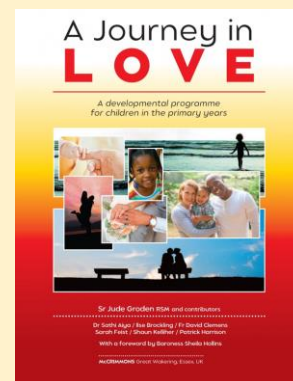
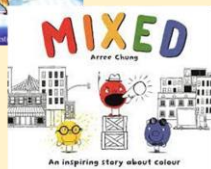
Our RSHE will ensure that content is relevant to the age, experience, and maturity of pupils.

The 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.

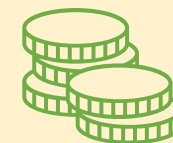
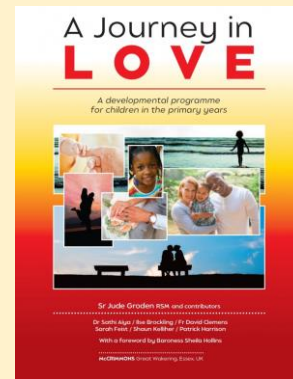
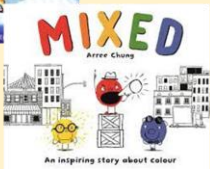
These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have 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.



## Year 3 – Example Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	<p>Lesson 1 – establish Group Agreement</p> <p>No Outsiders This is our house by Michael Rosen- To understand what discrimination means</p> <p><del>Beegu</del> by Alexis Deacon- I understand how behaviour can impact others</p> <p>We are all wonders by R. J Palacio- To understand what a bystander is</p> <p>Mental health and Wellbeing How to support our own mental health Importance of expressing how we're feeling. Impact of others on others on our own wellbeing (Peer on peer abuse) Experiencing change and loss – managing grief and bereavement.</p> <p>LLTF Bereavement Resource: <a href="#">A Time for Everything</a></p>	<p>LTTF: Mod 1 Unit 1: SS <a href="#">LKS2.1.1 Get Up</a> <a href="#">LKS2.1.1.1 The Sacraments</a></p> <p>Mod 2 Unit 1: SS <a href="#">LKS2.2.1 Jesus My Friend</a></p> <p>Firework Safety</p> <p>JIL: How we live in love LI: To describe and give reasons how friendships make us feel happy and safe.</p>	<p>LTTF: Mod 2 Unit 2: <a href="#">LKS2.2.2.1 Family, Friends and Others</a> <a href="#">LKS2.2.2.2 When Things Feel Bad</a></p> <p>JIL: How we live in love LI: To describe and give reason why friendships can break down, how they can be repaired and strengthened.</p>	<p>LTTF: Mod 2 Unit 3: <a href="#">LKS2.2.3.1 Sharing Online</a> <a href="#">LKS2.2.3.2 Chatting Online</a> <a href="#">LKS2.2.3.3 Physical Contact</a> <a href="#">LKS2.2.3.4 Drugs, Alcohol and Tobacco</a> <a href="#">LKS2.2.3.5 First Aid Heroes</a></p> <p>Why social media, some computer games and online gaming, for example, are age restricted</p> <p>Vaccinations and immunisations</p>	<p>LTTF: Mod 3 Unit 1: <a href="#">LKS2.3.1.1 A Community of Love</a> <a href="#">LKS2.3.1.2 What is the Church?</a></p> <p>Mod 3 Unit 2: <a href="#">LKS2.3.2.1 How Do I Love Others?</a></p> <p>JIL: How we live in love LI: To celebrate the joy and happiness of living in friendship with God and others.</p>	<p>TRANSITION Preparing to move to a new class/year group</p> <p>Keeping Safe: Sun safety, fire safety, road safety, beach safety. How to call 999</p> <p>Healthy friendships Managing peer influence Strategies to resolve disputes Reconcile differences positively</p>



# Programme STRUCTURE

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

**Module 1**  
Created and  
Loved by God



**Units:**

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life cycles

**Module 2**  
Created to  
Love Others



**Units:**

- Religious Understanding
- Personal Relationships
- Keeping Safe

**Module 3**  
Created to Live  
in Community



**Units:**

- Religious Understanding
- Living in the Wider World

Various Sessions



# KS1

## The Story of CREATION



Have a bath?  
Pack some fruits and vegetables instead of all that sugar?  
Pack some more sweets, and chocolate too?



## What makes us the SAME?



## What makes us DIFFERENT?

## What do you LIKE?



## GOOD Feelings. BAD Feelings



## What makes us DIFFERENT?

- Eye colour
- Hair colour
- Height
- Body shape
- Skin colour
- Age
- Gender
- Clothes

- Language/Accent
- Type of family
- Hobbies and talents
- Favourite things

## Leona



I'm Leona and I'm 6 years old. I've got curly brown hair which Mum always says looks like its been dragged through a hedge backwards. I've got two older brothers who are twins. My favourite colour is yellow like the sun. Can you guess what my favourite thing to do is?

Some of those things are cool, but my favourite thing to do in the world is climb trees with my brothers. They're taller than me so can help me up to the higher branches!

## The Cycle of Life



## Can you help SUSIE?

### What should she do? - TEETH BRUSHING

- Brush your teeth twice each day, for around 2 minutes
- Visit the dentist every 6 months
- Brushing properly removes plaque - which can cause cavities (holes), toothache, gum disease and even our teeth to fall out
- It also gives us lovely, fresh breath and stops our teeth feeling fuzzy!



# EYFS



We don't have to be the SAME



Looking after my BODY



# Upper KS2

Leyla



When I feel angry, it helps me to close my eyes for a few moments and breathe deeply.

Finn



When I feel bored, it helps me to do something creative like draw a picture instead of being disobedient.

Siobhan



When I feel upset, the best thing I can do is talk to my Dad.

I am THANKFUL!



Changes in GIRLS



- Breasts and hips will get bigger
- Grow taller
- Pubic hair will start to grow under arms and between legs
- Start having periods
- Might get spots and sweat more
- Hair on legs might get darker and some girls might grow hair on upper lip
- Changes in hormones leading to mood swings

Making BABIES



Peculiar FEELINGS



Menstruation



Gifts and TALENTS



Spots AND Sleep



# Lower KS2

# A Journey in Love

*Journey in Love* is the Archdiocesan recommended programme for the Relationship and Sex Education curriculum.

## A Journey in **LOVE**

*A developmental programme  
for children in the primary years*



Sr Jude Groden RSM and contributors

Dr Sathi Aija / Ilse Brockling / Fr David Clemens  
Sarah Feist / Shaun Kelliher / Patrick Harrison

With a foreword by Baroness Sheila Hollins

McCRIMMONS Great Wakering, Essex, UK

# A Journey in Love Yearly Overview

Early Years - The wonder of being special and unique

Year One - We meet God's love in our family

Year Two - We meet God's love in the community

Year Three - How we live in hope

Year Four - God loves us in our differences

Year Five - God loves us in our changing and developing

Year Six - The wonder of God's love in creating new life

## A Journey in **LOVE**

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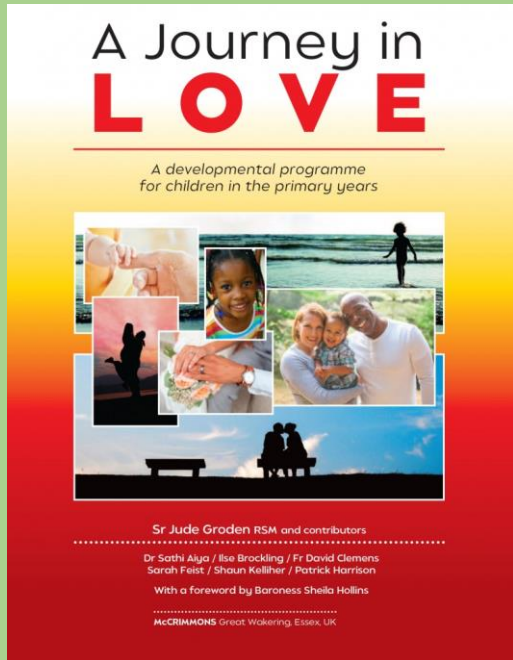


We intend to teach the children the correct scientific words for their body parts rather than using family nicknames, euphemisms or slang. We want to equip the children with the language they need, and we want to avoid confusion.



We first introduce the changes that happen during puberty in Year 4 through Life to the Full. It is important the children begin to understand what is happening to their bodies.

In Year 6, during the lesson Seeing Things Online the word pornography is used. It is dealt with in a sensitive and age-appropriate way. The scenario focuses on a child clicking on a link on their device.



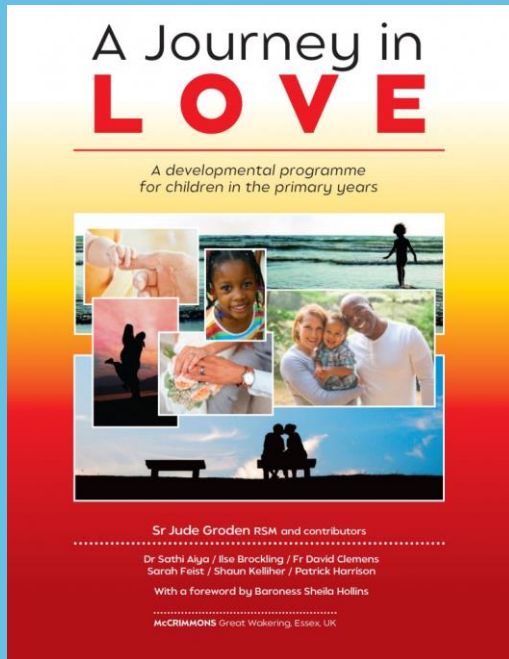
## Sex Education in Yr 6 and the right of withdrawal

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools .

The Bishops of England and Wales made this aspect of the curriculum mandatory in Catholic Schools from 2017.



# Sex Education in Yr 6 and the right of withdrawal



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.

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



# Teaching diversity and equality through picture books



No Outsiders  
All are Welcome

By Andrew Mowatt

# Teaching diversity and equality through picture books

This programme delivers the objectives outlined in the Equality Act 2010, which promotes equality for all sections of our diverse British community and celebrates difference whether that be through race, gender, ability, sexual orientation, disability or age - the diversity of the unique dignity of the human person as made in the image and likeness of God.



The lessons are not merely one-off sessions, the ethos is part of our school. The material is a series of children's books which focus on diversity as a whole.

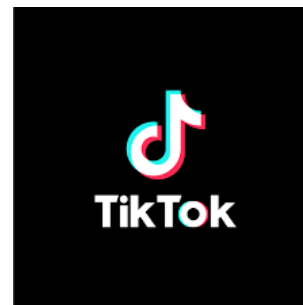
All titles and the lesson intentions are detailed in the Year group overview.

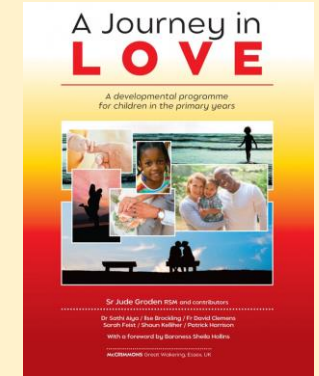
# Online Safety

Online safety - how children can keep themselves and others safe online - runs throughout the programme. It is also covered in our computing curriculum. We need to equip children with the knowledge and skills they need the digital world in which they are living.

<https://www.childnet.com/parents-and-carers/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>





At the heart of all we do