



Relationship, Sex and Health Education Policy (RSHE)



Love - Learn - Believe - Achieve

Current Leader: Maria Reichinger

Review Schedule: Every 3 years

Love, Learn, Believe, Achieve

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 (RSHE) 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 RSHE 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. RSHE, 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) RSHE 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 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 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

St Paul and St Timothy’s Catholic Infant School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2021 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 by 'Journey in love 2020' and 'Life to the Full'

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at St Paul and St Timothy's Catholic Infant 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 St Paul and St Timothy's Catholic Infant School, 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:

1. Review – Joanne Starkey (Headteacher), Clare Threlfall (Pastoral Lead /RSHE Lead), Maria Reichinger (Religious Education Lead/ Deputy Headteacher)
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser/schools officers will be invited to attend meetings about the policy.
4. Pupil consultation – we are carrying out surveys to establish what Parents/Carers and pupils want to see within the Relationship Sex and Health Education curriculum.

5. Ratification – once amendments are made, the policy will be 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.

We have considered the age, stage and feelings of pupils and are consulting 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 Association Primary Scheme of Work and Primary toolkit.

We have adapted our PSHE curriculum using PSHE and Me, P4C, RE and parts of our original SEAL and Science curriculum to include areas of RSHE.

If pupils ask questions outside of the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and will ensure that their answers are in line with the wishes of the Parent/Carer.

Our children make use of a question box. This enables teachers to fully digest the questions raised and to prepare their answers in consultation with Parents and Carers. As a staff, we are aware that children will be at different stages of maturity and understanding. All teaching staff are aware of the importance of discussion with Parents/Carers in order to answer any difficult questions so that queries are dealt with collaboratively and at the level of understanding of each individual child.

Delivery of Relationship, Sex and Health Education (RSHE)

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 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. Guidance and advice is sought from our school SENDCO to identify ways we can support pupils facing specific areas of challenge.

Roles and Responsibility

The Governing Body

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

The Head teacher

The Headteacher and Pastoral/RSHE Lead are responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory elements of Relationship and Sex Education. (see right of withdrawal) – **This will not be required in our school as we teach content up to year 2.**

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. Guidance will be given by Clare Threlfall (Pastoral/RSHE Lead) where required.

Staff will all bring their own personal experiences to RSHE sessions. Consideration is given to staff teaching areas of a sensitive nature which may evoke feelings from these personal experiences. Staff are asked to seek confidential support in these situations from the pastoral Lead or 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 RSHE.

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

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. This will not be required in our school, as we teach content up to year 2.

As part of our year group curriculum meetings from Reception to Year Two, our Parents/Carers are informed that all children will be taught to use the correct terminology when discussing parts of the body. As part of our Science curriculum, the children name and label the main parts of the body. In PSHEe the children will learn about the 'Pants Rule' which addresses the issue of appropriate and inappropriate touch. Teachers will provide the children with the correct terminology for genitalia in line with national guidance. Parents/carers are given the opportunity to discuss any concerns around this during our curriculum meetings when it is explained that this forms part of our safeguarding procedures. This teaching enables children to be clear when discussing touch with others.

At these meetings, it is also discussed that the children will explore the theme of family life in its many different forms. Lessons are planned using guidance from the Archdiocesan approved 'A Journey in Love' scheme which helps pupils to appreciate that families are diverse and come in different forms. All families have one central theme or similarity which is 'Love'. We will also introduce the Archdiocesan recommended resource 'Life to the Full-' to support delivery of the content of RSHE lessons in school.

Monitoring arrangements

The delivery of RSHE is monitored by the RSHE/Pastoral lead and the Deputy Headteacher by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSHE 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.

Please see linked policies-SAFEGUARDING, P4C, PSHEE, Equal Opportunities

Resources

The PSHE Association www.pshe-association.org.uk

P4C resources

PSHE and Me

Journey in Love 2020

Life To the Full- (Ten Ten Resources)

Early Years Foundation Stage

Journey In Love 2020

Life to the Full (Ten Ten Resources)

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage One

Journey In Love 2021

The Underwear PANTS Rule www.nspcc.org.uk

Life to the Full (Ten Ten Resources)

CEOPs – Child Exploitation and Online Protection Command

www.thinkuknow.co.uk

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	EYFS KS1
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	EYFS KS1
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	EYFS KS1
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	EYFS KS1
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	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	EYFS KS1

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS KS1
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	EYFS KS1
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	EYFS KS1
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	EYFS KS1
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	EYFS KS1

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	(Respect is part of our Mission Statement) EYFS KS1
Practical steps they can take in a range of different contexts to improve or support respectful relationships	EYFS KS1
The conventions of courtesy and manners	EYFS KS1
The importance of self-respect and how this links to their own happiness	EYFS

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	EYFS KS1
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	EYFS KS1
What a stereotype is, and how stereotypes can be unfair, negative or destructive	KS2
The importance of permission-seeking and giving in relationships with friends, peers and adults	EYFS KS1

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	KS2
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	KS2
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	EYFS KS1
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	KS2
How information and data is shared and used online	KS2

Being safe

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

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	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	EYFS KS1

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	EYFS KS1
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	EYFS KS1
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	EYFS KS1
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	EYFS KS1
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	EYFS
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	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)	EYFS KS1
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	EYFS KS1

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	EYFS KS1
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	(Parents/Carers from across the school are advised of this within meetings and newsletters) EYFS KS1
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	Year 2
Why social media, some computer games and online gaming, for example, are age restricted	Year 2 (Parents/Carers from across the school are advised of this within meetings and newsletters)
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	KS1
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	KS2
Where and how to report concerns and get support with issues online	EYFS KS1

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	EYFS KS1
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	EYFS
The risks associated with an inactive lifestyle (including obesity)	KS2
How and when to seek support including which adults to speak to in school if they are worried about their health	KS1

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	EYFS KS1
The principles of planning and preparing a range of healthy meals	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)	EYFS KS1

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	KS1
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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	KS2
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EYFS KS1
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	EYFS KS1
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS KS1
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	EYFS KS1
The facts and science relating to allergies, immunisation and vaccination	KS1

Basic first aid

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

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	KS2
About menstrual wellbeing including the key facts about the menstrual cycle	KS2

Appendix 2

Come and See and Relationship and Sex Education



Introduction

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.

EARLY YEARS		
MYSELF	God knows and loves each one	• Each one's name is important • I am special and have a special name • I have a family name • Everyone is precious to God
WELCOME	Baptism a welcome to God's family	• How we are made to feel welcome • How do we show others that they are welcomed? • How is a baby welcomed into a family
BIRTHDAY	Looking forward to Jesus' birthday	• Why do we celebrate birthdays? • What a birthday is • What people do while they wait for a birthday • Some of the ways birthdays are celebrated
CELEBRATING	People celebrate in church	• Why is celebrating important? • What is good about celebrating together? • What a celebration is • Different elements of celebration • Different ways of celebrating
GATHERING	The parish family gathers to celebrate Eucharist	• Why do we gather together? • How we gather as a church/parish family • What are the things that are better done together and why

		• The importance of gathering
GROWING	Looking forward to Easter	• The ways in which we grow • That spring is a time when things begin to grow • The ways in which we can grow in love to be more like Jesus
GOOD NEWS	Passing on the Good News of Jesus	• How they and others feel when they have good news. • The joy and happiness the good news brings • That everyone has good news to share
FRIENDS	Friends of Jesus	• how friends make us feel happy, comfortable and glad • What breaks and mends friendships: • It is good to have friends • How we can change and say sorry and forgive each other
OUR WORLD	God's wonderful world	• How wonderful our world is • How we could make God's world even more wonderful • What would happen if we did not look after our world? • What we love about our world. • What fills us with wonder about our world. • Everyone shares God's world. • How we would feel if we did not work together to share God's world.

YEAR 1

FAMILIES	God's love and care for every family	• How families show love and care for each other. • God's love and care for them and their families. • How God shows love and care for individuals, families and all of creation
BELONGING	Baptism an invitation to belong to God's family	• What it feels like to belong • The experience of belonging to their family and the Church family • How babies are welcomed into the Church family.? • Parents are blessed.
WAITING	Advent a time to look forward to Christmas	• How we feel when we are waiting • Why waiting can be difficult at times • Others may help us as we wait • We can help others.
SPECIAL PEOPLE	People in the parish family	• Special people help us • What makes a person special • How we can love and serve each other • There are people who do special jobs at Mass when the parish family gathers • Some of ways in which these people help
MEALS	Mass; Jesus' special meal	• What important for a happy meal • What makes a family meal special? • Preparation for a meal. • How we love and serve Jesus • How it is good to say thank you for our meals
CHANGE	Lent a time for change	• How the season change. • The ways we change and grow in love and kindness. • How we can change and make a new start in Lent.
HOLIDAYS AND HOLYDAYS	Pentecost: the feast of the Holy Spirit	• Why are holidays different from ordinary days • What makes holidays happy times • How holidays are times to relax and do something different • We should thank God for holidays and our wonderful world
BEING SORRY	God helps us to choose well	• Making choices that help us feel happy.

		• Making choices that make us feel unhappy. • What helps us to make good choices. • How would it be if everyone followed Jesus' new rule to 'love one another'. • Sometimes hard to say sorry and to forgive. • It is good to say sorry • The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.
NEIGHBOURS	Neighbours share God's world	• Who is our neighbour? • What makes a good neighbour • How we can be a good neighbour • What happens if someone is not a good neighbour

YEAR 2		
BEGINNINGS	God is present in every beginning	• How you feel when you begin anything new • Why some beginnings are easy and some are difficult • How we begin our day • How each day is a new beginning. • God cares for everyone. • God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	• The meaning and importance of some symbols in life. • The power of symbols to convey meaning • Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	• Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times? • What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	• The importance of books in our lives. • The need for books • How books can help us

THANKSGIVING	Mass a special time for saying thank you to God for everything, especially Jesus	• How you feel when you thank others • How you feel when you are thanked • Why we thank God our Father • How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	• How each day offers opportunities for good • What helps a person choose well • The opportunity of Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	• The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus • How the Holy Spirit helps Christians • Jesus has promised us new life
RULES	Reasons for rules in the Christian family	• The importance for ourselves and others of keeping rules. • How rules are necessary in life • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others • The good feeling when people make up • The difference between doing something accidentally and on purpose. • The importance and helpfulness of examining your conscience every day. • A sorry prayer
TREASURES	God's treasure; the world	• What we treasure • What treasures do we share? • We are God's treasure • How we thank God for the treasures of our world • How we should treat the treasures of this earth

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

RHSE Overview- Journey in Love/Life to the Full 2021-22

Reception	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Come and See	Myself	Welcome	Judaism	Birthday	Celebrating	Gathering	Growing	Islam	Good News	Friends	Our World
RSHE Journey in Love	The wonder of being special and unique: Social and Emotional Recognising being a special person in my family Key words: God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special, womb, describe, friends, generous, worried, baptism				The wonder of being special and unique: Physical Recognising that we are all different and unique			The wonder of being special and unique: Spiritual Celebrating the joy of being a special person in God's family			
Life to the Full	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World		
Further Opportunities	Mission Day Harvest Celebration Black History Month –October International Walk to school month- October Remembrance Day –November Anti-bullying week- November Road Safety Week – November Halloween / Firework safety				Chinese New Year-January/February Children's Mental Health Week – February Safer Internet Day –February Fairtrade fortnight February/March World Book Day -March			My Money Week Earth Day Walk to School Week- May			

Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Come and See	Families	Belonging	Judaism	Waiting	Special People	Meals	Change		Islam	Holydays And Holydays	Being Sorry	Neighbours
RSHE Journey in Love	We meet God's love in our family: Social and Emotional Recognising signs that I am loved in my family Key words: unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, nipple, waist, elbows, penis, vagina, bottom, legs, knees, ankles, feet, toes				We meet God's love in our family: Physical Recognising how I am cared for and kept safe in my family				We meet God's love in our family: Spiritual Celebrating ways that God loves and cares for us			
Life to the Full	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe		Religious Understanding	Living in the Wider World		
Further Opportunities	Mission Day Harvest Celebration Black History Month –October International Walk to school month- October Remembrance Day –November Anti-bullying week- November Road Safety Week – November Halloween / Firework safety				Chinese New Year-January/February Children's Mental Health Week – February Safer Internet Day –February Fairtrade fortnight February/March World Book Day -March				My Money Week Earth Day Walk to School Week- May			

Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Come and See	Beginnings	Signs and Symbols	Judaism	Preparations	Books	Thanksgiving	Opportunities	Islam	Spread the Word	Rules	Treasures
RSHE Journey in Love	We meet God's love in the community: Social and Emotional Recognising the joy and friendship of belonging to a diverse community Key words: community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equality				We meet God's love in the community: Physical Describing the ways of being safe in communities			We meet God's love in the community: Spiritual Celebrating ways of meeting God in our communities			
Life to the Full	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World		
Further Opportunities	Mission Day Harvest Celebration Black History Month –October International Walk to school month- October Remembrance Day –November Anti-bullying week- November Road Safety Week – November Halloween / Firework safety				Chinese New Year-January/February Children's Mental Health Week – February Safer Internet Day –February Fairtrade fortnight February/March World Book Day -March			My Money Week Earth Day Walk to School Week- May Sports Day- Olympic Vas			

