

HOLY FAMILY CATHOLIC PRIMARY SCHOOL
SERVING THE COMMUNITY

Relationships, Sex and Health Education Policy
(RSHE)

Our Mission Statement:

With Christ at the centre, we live, love and learn together, reaching out to all.

Only our best is good enough!



Revised: September 2025

Date of next review: November 2026

Signed: Role: Chair Curriculum and Standards Committee

Adopted by the Governing Body: 22 November 2023

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Only our best is good enough!

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 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

Holy Family Catholic Primary School 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 by using a cross curricular approach. Many will be addressed during our timetabled PSHE lessons, using planning and resources from the PSHE Association. The other subjects that also provide opportunities for discrete teaching and learning of the RSHE curriculum are RE, though the Come and See programme, Science, PE and computing. For further details on how this will be covered in each year group, please see the curriculum maps in the appendices.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Holy Family RC Primary 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 Holy Family RC Primary, 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 – Staff involved included: Mr K Quigley (HT), Miss A Barr (DHT and Curriculum Lead), and Mrs C Davey (AHT, RE, RSHE and PSHE Lead). All DfE guidance and local Liverpool Archdiocese guidance was used to inform policy.
2. Staff consultation – Other key staff members, including Learning Mentors and SENDCO were consulted. All school staff were also given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation Parents were consulted via an online questionnaire through the Holy Family App. Through this questionnaire, parents and stakeholders were given the opportunity to speak to a member of the SLT or RSHE Lead, if they requested further clarification. The policy was also an agenda item at a Governors Meeting, prior to ratification

4. Pupil consultation – through pupil voice questionnaires, we investigated what pupils understood about the RSHE curriculum, what they value and how we could develop the subject further.
5. Ratification – following consultation with link Governors, SLT, staff, pupils, parents and key stakeholders, amendments were made. The policy was then shared with governors, an agenda item was put onto a Full Governors Meeting and was consequently 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.

After considering the needs of our pupils, and taking into account Archdiocesan advice, it was decided by the Senior Management Team that Holy Family would use the PSHE Association online toolkit to develop our PSHE curriculum. It was felt that this resource was the most comprehensive, robust, and in line with our Catholic Ethos. As a result, a bespoke RSHE and PSHE curriculum was mapped out for Holy Family. Assurances were made that the Holy Family RSHE and PSHE curriculum for each year group, worked in conjunction with other core and foundation subjects to provide a broad and well matched curriculum for the pupils in our care. A careful mapping out of our curriculum has ensured no topic or key objective was either omitted or duplicated. Additional resources, including NSPCC 'Talking Pants' have also been included on the map. These resources are accessed on a class-by class basis so that the level of the content can be tailored to meet the needs of the children in that class, in an age and stage appropriate manner. See Appendix

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 (RSE)

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 and Computing but it does not duplicate this content.

Although Holy Family is a 1.5 entry school, and consequently has mixed age classes (Year1/2, Year 3/4, and Year 5/6), all RSE lessons will be taught as single age groups. Not only is the content of RSE age specific, but the objectives covered are progressive too. They are specifically designed and planned to build on from the previous year. Therefore, these lessons must be taught in single year groups.

In EYFS and in years 1-4, all RSE lessons will be taught as mixed gender classes . However, in years 5 and 6, as a school, we consider the most appropriate way to teach these lessons in a single sex organisation. The content of the lessons is exactly the same for both groups (there isn't separate male and female curriculum content). However, experience has taught us that pupils who are in single sex classes are less self-conscious, less embarrassed and therefore are far more likely to learn and ask questions.

Delivery of RSHE lessons

The RSHE Curriculum forms part of a PSHE programme, at Holy Family. Lessons will be taught in classes and timetabled on a termly basis. RSE lessons will be taught over the academic year; once per half term. All RSHE and PSHE lessons will only be taught by our teaching staff. Use of external agencies will only be used to enhance teaching by an appropriate member of the teaching staff, not a replacement.

As children's work for RSHE will be recorded their specific RSHE books.

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 Mr Quigley, who 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 Mr K Quigley (HT) and Mrs C Davey (AHT RSHE and PSHE Lead) through learning walks, staff and pupil consultations, planning, book looks and questionnaires.

Pupils' development and progress 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.

Resources – All Phases

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

Journey In Love 2020

NSPCC 'Pants' - www.nspcc.org.uk

CEOP – National Crime Agency Command - www.thinkuknow.co.uk

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

To Note:

1. Some of the objectives, listed below cross over into more than one year group, due to the progressive nature of them. Some of them can also have overlaps with other subjects; RE, Science, PE and Computing. The following grid highlights the objectives that are primarily and discreetly taught in RSHE in the various groups.
2. Holy Family operates a Two Year Cycle System for curriculum coverage. For nearly all subjects, topics and objectives are covered in phases over a period of 2 years; Cycle A and Cycle B. The phases are: EYFS (N and R), Key Stage One (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4), and Upper Key Stage 2 (Year 5 and 6). Consequently, for the most part, pupils will cover topics and objectives in either:
Year 1 or 2
Year 3 or 4
Year 5 or 6
Pupils will not repeat *exact* content or objectives in year groups. Hence the use of the word or in the table below
3. RSE – Relationships and Sex Education, as an individual strand of RSHE is the exception to the above rule. Due to their sensitive nature, which is age and stage appropriate, content is covered in single year groups.

Families and people who care for me

Objectives	Year Group
That families are important for children growing up because they can give love, security and stability	Year 1
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	Year 1
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	Years 1
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	Year 6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 1

Caring friendships

Objectives	Year Group
How important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS, Year 2
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Year 3

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Year 3 and 4
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	Year 3
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	Year 3

Respectful relationships

Objectives	Year Group
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	All
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Years 3 and 5
The conventions of courtesy and manners	Year 4
The importance of self-respect and how this links to their own happiness	All
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	Year 4
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	All
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 4
The importance of permission-seeking and giving in relationships with friends, peers and adults	Years 2, 3 and 6

Online relationships

Objectives	Year Group
That people sometimes behave differently online, including by pretending to be someone they are not	Years 5 or 6
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	Years 3 and 4 Years 5 or 6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Years 1 or 2, Years 3 and 4 Years 5 and 6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Years 3 or 4 Years 5 and 6
How information and data is shared and used online	Years 3 or 4 Years 5 and 6

Being safe

Objectives	Year Group
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Years 1
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	Year 1-6

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Year 1-6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Year 1-6
How to recognise and report feelings of being unsafe or feeling bad about any adult	Year 1-6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Year 1-6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 1-6
Where to get advice from e.g. family, school and/or other sources	Year 1-6

Mental wellbeing

Objectives	Year Group
That mental wellbeing is a normal part of daily life, in the same way as physical health	EYFS – Year 6
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 – Year 6
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	Years 3 or 4 Years 5 and 6
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Years 5 or 6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Years 1 and 2
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Years 1 and 2
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Year 1 or 2
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Years 5 and 6
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)	Years 1-6
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	Years 5 or 6

Internet safety and harms

Objectives	Year Group
That for most people the internet is an integral part of life and has many benefits	Years 3 or 4
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	Years 5 or 6
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	Years 3 or 4
Why social media, some computer games and online gaming, for example, are age restricted	Years 5 or 6
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	Years 3 or 4
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Years 5 or 6
Where and how to report concerns and get support with issues online	Years 3 and 4

Physical health and fitness

Objectives	Year Group
The characteristics and mental and physical benefits of an active lifestyle	Years 1 - 6
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	Years 1 and 2 Years 3 and 4
The risks associated with an inactive lifestyle (including obesity)	Years 3 and 4
How and when to seek support including which adults to speak to in school if they are worried about their health	Years 1 and 2 Years 5 and 6

Healthy eating

Objectives	Year Group
What constitutes a healthy diet (including understanding calories and other nutritional content)	Years 1 or 2 Years 3 and 4
The principles of planning and preparing a range of healthy meals	Years 3 and 4
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)	Years 3 and 4 Years 5 or 6

Drugs, alcohol and tobacco

Objectives	Year Group
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Years 3 or 4 Years 5 or 6

Health and prevention

Objectives	Year Group
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Years 5 or 6
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Years 1 or 2, Years 5 or 6
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Years 5 or 6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Years 1 or 2 Years 3 or 4
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	Years 1 - 6
The facts and science relating to allergies, immunisation and vaccination	Years 5 or 6

Basic first aid

Objectives	Year Group
How to make a clear and efficient call to emergency services if necessary	Years 1 or 2 Years 5 or 6
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Years 5 or 6

Changing adolescent body

Objectives	Year Group
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 5
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5

Appendix 2 - Journey In Love Scheme break down (RSE)

Foundation Stage		
Topic	Objectives	Content
The wonder of being special and unique	<ul style="list-style-type: none"> *To recognise the joy of being a special person in my family *To recognise that we are all different and unique *the joy of being a special person in God's family 	<ul style="list-style-type: none"> *reasons why I'm special and how I can identify my uniqueness *what makes my family special *who I can ask, when I need help *the ways in which I am physically the same as my friends. *the ways in which I am physically different to my friends *God loves my family *Family celebrations e.g. birthdays Christmas, achievements etc *Church celebrations – e.g. Christmas, Christenings *the link between family and church celebrations *Celebrations are special times to look forward to and remember

Key Stage One			
Year Group	Topic	Objectives	Content
Year One	We Meet God's love in our Family	<ul style="list-style-type: none"> *To recognise signs that I am loved by my family * To recognise how I am cared for and kept safe in my family * To celebrate ways that God loves and cares for us. 	<ul style="list-style-type: none"> * families are important for children for love, security and stability *other families may look different to my own *all babies are different and change and grow *the importance of telling someone who can be trusted, if I am are worried about a family issue * the role families play in children's lives * how to recognise if family relationships are making me feel unhappy or unsafe * God loves and cares for us in a number of ways, giving us our families
Year Two	We Meet God's love in the community	<ul style="list-style-type: none"> *To recognise the joy and friendship of belonging to a diverse community. * To describe ways of being safe in communities. *To celebrate ways of meeting God in our communities. 	<ul style="list-style-type: none"> *Identify which communities I belong to and why they are important *Understand the respect needed for the differences within a community *What individuals can bring to a community and what they receive in return *the different ways of keeping safe, including online *an exploration of what to do if I or someone is feeling unsafe, including with other adults in our community. *understand how the Holy Family school Mission Statement helps us celebrate the community *To know we reach out to everyone in our community and how we do this.

Key Stage Two			
Year Group	Topic	Objectives	Content
Year Three	How We Live in Love	<ul style="list-style-type: none"> *To describe and give reasons how friendships make us feel happy and safe *To describe and give reasons why friendships can break down, how they can be repaired and strengthened. *To celebrate the joy and happiness of living in friendship with God and others. 	<ul style="list-style-type: none"> * the features of positive healthy friendships *strategies to build positive friendships *how to communicate respectfully with friends including when using digital devices * To know that friendships can have ups and downs, but the problems can often be worked through *how to seek support with relationships, if they feel lonely or excluded *How to solve issues within friendships *the Sacrament of Reconciliation
Year Four	God Loves us in our Differences	<ul style="list-style-type: none"> * To describe how we all should be accepted and respected *To describe how we should treat others making links with the diverse modern society we live in. *To celebrate the uniqueness and innate beauty of each of us. 	<ul style="list-style-type: none"> *recognise differences between people such as gender, race, and faith *recognise what people have in common with others e.g. shared values *recognise the differences between ourselves and others and the appropriate and sensitive vocabulary that should be used to describe those differences *an exploration of courtesy and manners *an exploration of stereotypes and how they are unfair, negative or destructive *ways to challenge stereotypes * the importance of self-respect *a recognition and celebration of God-given gifts and how to use them for the Common Good. *How to support each other's mental health by expressing feelings.
Year Five	God loves us in our changing bodies and development	<ul style="list-style-type: none"> * To show knowledge and understanding of emotional relationship changes as we grow and develop * To show knowledge and understanding of the physical changes in puberty * To celebrate the joy of growing physically and spiritually 	<ul style="list-style-type: none"> *A study of the basic stages of emotional childhood development * How to help a friend who is struggling with self-confidence * How to seek advice for yourself or a friend if concerned about mental wellbeing, or being unsafe *the physical and emotional changes that occur to both boys and girls during puberty. *To know how to grow healthily and happily during these times of change, with God *How to respect your own body *A recognition of the different types of love
Year Six	The Wonder of God's Love in Creating New Life	<ul style="list-style-type: none"> *To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. * Explain how human life is conceived * 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. 	<ul style="list-style-type: none"> * Marriage; a union between two people that is a formal, legally-recognised commitment and intended to be lifelong. *how a baby is conceived * how a child grows within the mother's womb *the boundaries that should exist within all relationships, including in a digital context * how, when and where to seek help if a relationship of any sort is making us feel uncomfortable *discover the presence of God in our family and friends. *how St Paul's teaching on love is experienced in families, extended families, school or communities.

Appendix 3a – Curriculum Overview EYFS

NURSERY					
Making Friends Understanding routines	Decision making Turn taking	Respecting each other Compromise Negotiation	Disappointment and losing Empathy for others	Showing care for animals	Getting ready for change (N-R/R-Y1)
<p>Begin to follow the Nursery rules and routines with support</p> <p>Learn to share resources with others</p> <p>Become more confident with unfamiliar people</p> <p>Begin to play with one other child and a new friend</p> <p>Begin to accept praise for things they have done</p>	<p>Begin to develop decision making select and use some of their own resources</p> <p>Show more confidence in new situations e.g. performing in the Christmas performance</p> <p>Begin to extend play ideas and decision making when playing with another child</p> <p>Begin to develop an awareness of taking turns with a friend</p>	<p>Begin to join others in their play, beginning to demonstrate respect for others</p> <p>Begin to show an understanding negotiation and of how to solve conflicts with support</p> <p>Use talk to solve conflicts</p> <p>Show greater independence in selecting own resources and activities, including compromise between others, if needed</p>	<p>Continue to develop their independence in selecting their resources and activities</p> <p>Begin to accept responsibility for carrying out tasks in the setting</p> <p>Develop appropriate ways of showing empathy</p> <p>Participating in circle and group games, with emphasis on losing – how do we feel? What is disappointment?</p> <p>Engaging in activities aimed at working alongside others – developing empathy for others – how would they feel?</p>	<p>Increasingly follow the rules and understand why they are important</p> <p>Begin to play with more than one child</p> <p>Extend own play ideas</p> <p>Talk about and recognise simple ways to help look after their pets.</p>	<p>Play in a group extending play ideas</p> <p>Remember the rules without an adult needing to remind them</p> <p>Show an understanding of how others are feeling</p> <p>Recognise simple emotions relating to change and moving on – excited, scared, happy</p> <p>Talk about how they feel about starting Reception.</p>

RECEPTION					
Making Friends Understanding routines	Decision making Turn taking	Respecting each other Compromise Negotiation	Disappointment and losing Empathy for others	Showing care for animals	Getting ready for change (N-R/R-Y1)
<p>Begin to follow Reception rules and routines</p> <p>Learn to share resources with others showing understanding of sharing</p> <p>Begin to take turns with occasional adult support</p> <p>Join in a growing range of activities with new friends</p>	<p>Develop decision making further and more concisely in their independent play</p> <p>Build constructive and respectful relationships: sharing, taking turns and cooperating with friends and other peers during</p>	<p>Show respect for others.</p> <p>Show an understanding negotiation and of how to solve conflicts with increasing independence</p> <p>Compromise and negotiate on a regular basis.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<p>Recognise simple emotions relating to change and moving on – excited, scared, happy, worried, shy,</p> <p>Talk about how they feel about starting Year 1</p> <p>Share their thoughts with others</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</p>

Interact with a circle of friends	independent play.		problem or difficulty.	<p>Recognise simple ways to help look after their pets.</p> <p>Show empathy to animals – looking after animals – RSPCA and other animal charities</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
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Appendix 3b - Two Year Cycle Curriculum Overview – RSHE – Cycles A and B

Cycle A – Key Stage 1 – Years 1 and 2					
Respecting Ourselves and Others and Safe Relationships	Physical and Mental Wellbeing	Belonging to a Community	Growing and Changing	Other Faiths Stories	Money and Work
<p>To recognise kind and unkind behaviour and how this can make us feel.</p> <p>To understand why we have rules e.g. school rules, class rules, etc</p> <p>To recognise the difference between secrets and surprises and not keeping secrets that make us uncomfortable.</p> <p>To understand what it means to keep something private, including parts of our body that are private.</p> <p>To identify different types of touch and how they make us feel (e.g. hugs, tickling, kisses and punches) and who to tell if being touched makes us feel uncomfortable or unsafe.</p>	<p>To understand what it means to be healthy and why it is important and who can help us to stay healthy, e.g. parents, doctors, nurses, dentists, lunch supervisors</p> <p>To identify the different ways we take care of ourselves each day.</p> <p>To understand the importance of basic hygiene routines, e.g. handwashing.</p> <p>To learn about some healthy and unhealthy foods.</p> <p>To explore different types of play, and importance of balancing indoor, outdoor and screen-based play.</p>	<p>To explore different places that people live.</p> <p>To identify homes around the world that are different to our own homes.</p> <p>To explore what schools are like in different places around the world.</p> <p>To understand why it is important to care for the environment and ways we can do this.</p> <p>To recognise that some of the natural resources we use every day (water, wood, metal, oil, soil, and plants) can cause problems for people, animals, and the planet e.g. taking or using too much.</p>	<p>To recognise what makes us special and unique and how we are the same and different to others.</p> <p>To explore different kinds of feelings.</p> <p>To learn how to recognise feelings in ourselves and others.</p> <p>To understand how feelings can affect how people behave.</p> <p>To know who to tell when we find things difficult, or when things go wrong.</p>	<p>Judaism: To recognise and describe the story of Abraham.</p> <p>To recognise and describe the story of Moses.</p> <p>Sikhism: To recognise and describe the story of Guru Nanak.</p> <p>Islam: To recognise and describe the story of Muhammed.</p> <p>Hinduism: To recognise and describe the story of Ganesha.</p>	<p>To recognise that each person has different strengths, in and out of school.</p> <p>To understand that different strengths and interests are needed to do different jobs.</p> <p>To identify people whose job it is to help us in the community.</p> <p>To learn about a range of different jobs and the work people do.</p> <p>To identify jobs that interest us and why we would like to do these jobs when we are older.</p>

Cycle A – Lower Key Stage 2 – Years 3 and 4

Family Relationships	Physical and Mental Wellbeing	Belonging to a Community	Keeping Safe	Other Faiths Places of Worship	Money and Work
<p>To recognise and respect that there are different types of families, including single parents, same sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>To recognise that being part of a family can provide support, stability and love through things such as spending time together and caring for each other.</p> <p>To identify if/when something in a family might make someone upset, worried or unsafe and what to do in these situations.</p> <p>To recognise respectful and responsible behaviours, including self-respect, and how to model them in different setting such as school and home.</p> <p>To understand the ways in which people show respect and courtesy in different cultures and in wider society.</p>	<p>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep).</p> <p>To recognise what can influence people to make healthy choices including good and bad habits.</p> <p>To know the positive and negative effects of good and bad habits, such as regular exercise or too much sugar, and to know that habits can be maintained, changed or stopped.</p> <p>To identify a healthy balanced diet, its impact on health and the equal importance of exercise to complement good diet.</p> <p>To understand strategies to identify and express feelings, such as body language and facial expression, and to recognise that feeling are not permanent.</p>	<p>To understand the reasons for rules and laws in wider society.</p> <p>To understand the importance of abiding by the law and what might happen if rules and laws are broken.</p> <p>To know what human rights are and how they protect people.</p> <p>To identify basic examples of human rights including the rights of children.</p> <p>To understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</p>	<p>To know how to identify typical hazards at home and in school.</p> <p>To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.</p> <p>To recognise fire safety at home including the need for smoke alarms.</p> <p>To understand the importance of following safety rules from parents and other adults.</p> <p>To understand how to help keep themselves safe in the local environment or unfamiliar places including road, rail, water and firework safety.</p>	<p>Judaism: To recognise the Synagogue as a special place of worship.</p> <p>To explore and describe the various events and activities that take place in a Synagogue.</p> <p>Sikhism: To explore and describe the importance of the Gurdwara.</p> <p>Islam: To explore and describe the importance of the Mosque.</p> <p>Hinduism: To explore and describe the importance of the Mandir.</p>	<p>To explore the jobs that people may have from different sectors and know that people can have more than one job at once or over their lifetime.</p> <p>To recognise common myths and gender stereotypes related to work and to challenge these stereotypes e.g. women in STEM.</p> <p>To recognise some of the skills needed to do a job, such as teamwork and decision-making.</p> <p>To recognise their interests, skills and achievements and how these might link to future jobs.</p> <p>To understand how to set goals that they would like to achieve such as learning a new hobby.</p>

Cycle A – Upper Key Stage 2 – Years 5 and 6

Families, Friendships and Safe Relationships	Physical Health and Mental Wellbeing	Media literacy and Digital resilience	Keeping Safe	Other Faiths Beliefs and Festivals	Money and Work
<p>To understand what makes a healthy and inclusive friendship and the strategies needed for it.</p> <p>To recognise peer influence, including online, its impact and the strategies needed e.g. exit strategies, assertive communication.</p> <p>To know friendships experience challenges over time, to explore strategies to positively resolve these, and the benefits of having new and different types of friends.</p> <p>To recognise if a friendship has moved beyond challenge; making them feel unsafe, worried, or uncomfortable and the ways to seek support.</p> <p>To identify what physical touch is acceptable or unacceptable, in different situations and identify the ways to ask or give/not give permission.</p> <p>To know the ways to respond to unacceptable physical contact, including never accepting pressure to keep it secret and the trusted adults to speak to, understanding that that it's never someone's fault if they experienced unacceptable contact.</p>	<p>To understand how sleep contributes to a healthy lifestyle, the strategies and how to maintain them.</p> <p>To recognise the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure.</p> <p>To understand how medicines can contribute to health, including allergies and that some diseases can be prevented by vaccinations and immunisations.</p> <p>To understand the impact of bacteria and viruses, how they can prevent the spread of them through good hygiene, understanding the importance of shared responsibility.</p> <p>To recognise physical changes in their body that could be linked to illness (unexplained weight loss, fatigue, etc) and how to seek advice when they are concerned.</p>	<p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.</p> <p>To learn basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.</p> <p>To recognise that some media and online content promote stereotypes.</p> <p>To recognise unsafe or suspicious content online.</p> <p>To understand how devices store and share information.</p>	<p>To differentiate between positive risk taking and dangerous behaviour and to identify occasions where they can take responsibility for their own safety.</p> <p>To learn how to deal with common injuries using basic first aid techniques and how to respond in an emergency (999).</p> <p>To know that there are laws relating to drugs common to everyday life as some drugs are legal (helpful/harmful) and some drugs are illegal.</p> <p>To explore reasons why people choose to use or not use harmful drugs, including nicotine, e-cigarettes/vaping, alcohol and medicines as well as illegal drugs and the risks and effects of different drugs.</p> <p>To know that there are organisations where people can get help and support concerning drug use.</p>	<p>Judaism: To understand the context of the feast of Pesach, including its links to Moses and why it's important for Jews to celebrate it.</p> <p>To describe what happens during the feast of Pesach.</p> <p>Sikhism: To understand the Sikh's celebration of Baisakhi; their harvest festival that takes place in April.</p> <p>Islam: To understand the significance of the month of Ramadan.</p> <p>Hinduism: To understand the Hindu belief in one supreme Being called Brahman and to know the story of Brahman.</p>	<p>To identify jobs that they might like to do in the future and the role hard work, ambition and positivity plays in achieving a potential future career.</p> <p>To explore what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.</p> <p>To value the importance of diversity and inclusion to promote people's career opportunities.</p> <p>To understand about stereotyping in the workplace, its impact and how to challenge it.</p> <p>To know that there is a variety of routes into work e.g. college, apprenticeships, university, training.</p>

Cycle B – Key Stage 1 – Years 1 and 2

Safe Relationships	Physical and Mental Wellbeing	Media Literacy and Digital Resilience	Keeping Safe	Other Faiths Prayer and Home	Money and Work
<p>To identify how friendships should make us feel and recognise positive and negative feelings within friendships.</p> <p>To recognise hurtful behaviour, including online, and what to do in these situations.</p> <p>To describe what bullying is, including the different types of bullying and the impact this has on mental wellbeing.</p> <p>To identify the difference between happy surprises and secrets that make us feel uncomfortable or worried, and how to get help.</p> <p>To understand that we can ask for help or say no if we feel unsafe, uncomfortable or worried about something.</p>	<p>To understand why sleep and rest are important for growing and keeping healthy and how it can affect our mood.</p> <p>To know that medicines, including vaccinations and immunisations, can help us stay healthy and manage allergies.</p> <p>To recognise and describe a range of feelings in myself and others.</p> <p>To know what makes me feel good, what makes me calm down and what changes my mood.</p> <p>To find out about the many different ways to manage big feelings including those associated with change, loss and bereavement.</p>	<p>To understand that people access the internet for many reasons and there are different ways to access the internet.</p> <p>To recognise that some content on the internet is factual, some is for entertainment and other information may not always be true.</p> <p>To understand that limiting time spent on screens will contribute to more positive mental and physical wellbeing</p> <p>To understand 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.</p> <p>To know where and how to report concerns and get support with issues online.</p>	<p>To explain how to keep ourselves safe in familiar and unfamiliar environments, such as in school and 'out and about'.</p> <p>To understand who is responsible for keeping us safe in different situations, and steps we can take to avoid or remove ourselves from danger.</p> <p>To understand how to help keep ourselves safe at home from electrical appliances, fire/heat, and household products.</p> <p>To know that medicine and creams can have a positive impact on our bodies, if they are used correctly by a responsible adult</p> <p>To know how to respond if there is an accident and someone is hurt, including how to dial 999.</p>	<p>Judaism: To recognise the importance of Saturdays for Jews; Shabbat.</p> <p>To recognise Shabbat blessings at home.</p> <p>Sikhism: To recognise the importance and features of the Hindu shrine at home including Puja as an act of worship.</p> <p>Islam: To recognise the importance of prayer for Muslims, including its structure and rituals.</p> <p>Hinduism: To recognise the importance of prayer for Hindus, including praying as a family, 3 times a day.</p>	<p>To know what money is and the different ways to pay for goods.</p> <p>To recognise how money can be kept and looked after.</p> <p>To know that people are paid money for the job they do.</p> <p>To identify that people make choices about spending money, including thinking about needs and wants.</p>

Appendix 4 - Religious Education and Relationship and Sex Education



As RSHE is a broad curriculum umbrella, part of its content is taught through Religious Education. However, Holy Family is currently in a transition period regarding our RE curriculum, in line with Archdiocesan guidance. As advised, we have been moving away from the Come and See curriculum and onto the Religious Education Directory; *To Know You More Clearly*. This transition has been taking place over three years on a cohort by cohort basis. By September 2026, all year groups will be using the *To Know You More Clearly* in full.

Appendix 5 - Science Objectives that link with RSHE

EYFS

- To identify and names simple body parts
- To know where certain body parts are in relation to each other
- To explore the senses of sight, touch, sound, smell and taste
- To identify which parts of the body they use for each sense

CYCLE A

Key Stage 1

- To identify, name and draw parts of the body
- To explore the 5 senses
- To classify and group animals

Lower Key Stage Two

- To identify and name bones in the human body
- To understand the function of the skeleton
- To recognise the 5 food groups and identify a balanced diet

Upper Key Stage Two

- To understand the human life cycle
- To understand the gestation periods and life spans of mammals
- To recognise the physical changes in the body over time such as skin and bone density
- To identify the life cycles of mammals, amphibians, frogs and birds
- To contrast sexual and asexual reproduction
- To recognise the reproductive parts of a plant

CYCLE B

Key Stage 1

- To identify humans' needs for survival and explore the similarities and differences between humans and other animal groups.
- To know that exercise makes our hearts beat more (increases heart rate)
- To know identify and sort healthy and unhealthy food
- To understand why keeping clean (personal hygiene) is important

Lower Key Stage Two

- To identify and sort animals (vertebrates/invertebrates) into groups based on their features.
- To use simple classification keys to sort animals based on their physical features

Upper Key Stage Two

- To explore requirements for life and the differences between living and non-living things
- To group animals and plants based on their features.
- To explore microorganisms, including bacteria, viruses and fungi,