



**ST MARY'S**  
CATHOLIC INFANT AND JUNIOR ACADEMIES

# Relationship, Sex and Health Education Policy (RSHE) 2025

Designation	Name	Date Approved	Date of Renewal
Executive Headteacher	Mrs Samantha Birchall	Sept 2025	Sept 2026
Chair of Governors	Mrs Vanessa Wells	Sept 2025	Sept 2026

## **Mission Statement**

"I can do all things through Christ who strengthens me."

Philippians 4:13

## **Rationale**

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

(Jn.10.10)

We are involved in Relationship, Sex, Health, 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 Mary's Catholic Infant and Junior Academies aim 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 (RSHE) 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 TEN TEN: Life to the full. (See appendices at end of document which incorporates Come and See, DFE Statutory Relationships and Statutory Science)

### **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Mary's Catholic Infant and Junior Academies are as follows:

- 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 Mary's Catholic Infant and Junior Academies, 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 – Mrs Birchall, Mrs Grange, Miss Mowatt and Miss McCormack
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Definition**

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

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

## **Curriculum**

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

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey in Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal) and TEN TEN: Life to the full.

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.

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

## **Delivery of Relationship, Sex and Health Education (RSHE)**

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

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

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

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

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

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

## **Equal Opportunities**

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

## **Roles and Responsibility**

### **The Governing Body**

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

### **The Headteacher**

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

### **Staff**

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

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of 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 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 executive headteacher or head of school. They will discuss the request with parents and take appropriate action.

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

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 Miss A McCormack by undertaking learning walks, staff and pupil consultations, planning and work scrutiny 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.

## **Resources**

### **Early Years Foundation Stage**

Journey In Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

TEN TEN: Life to the full [www.tentenresources.co.uk/](http://www.tentenresources.co.uk/)

### **Key Stage One**

Journey In Love 2020

TEN TEN: Life to the full [www.tentenresources.co.uk/](http://www.tentenresources.co.uk/)

### **Key Stage Two**

Journey In Love 2020

TEN TEN: Life to the full [www.tentenresources.co.uk/](http://www.tentenresources.co.uk/)

**CEOP – National Crime Agency Command**  
[www.thinkuknow.co.uk](http://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 LKS2 UKS2
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 LKS2 UKS2
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 LKS2 UKS2
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 LKS2 UKS2
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	UKS2
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 LKS2 UKS2

#### **Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS KS1 LKS2 UKS2
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 LKS2 UKS2
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	EYFS KS1 LKS2 UKS2
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 LKS2 UKS2
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 LKS2 UKS2

#### **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	EYFS KS1 LKS2 UKS2
Practical steps they can take in a range of different contexts to improve or support respectful relationships	EYFS KS1 LKS2 UKS2
The conventions of courtesy and manners	EYFS KS1 LKS2 UKS2
The importance of self-respect and how this links to their own happiness	EYFS LKS2 UKS2
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 LKS2 UKS2
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 LKS2 UKS2

What a stereotype is, and how stereotypes can be unfair, negative or destructive	LKS2 UKS2
The importance of permission-seeking and giving in relationships with friends, peers and adults	EYFS KS1 UKS2

### **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not	LKS2 UKS2
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	LKS2 UKS2
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	EYFS KS1 LKS2 UKS2
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	LKS2 UKS2
How information and data is shared and used online	LKS2 UKS2

### **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	EYFS KS1 LKS2 UKS2
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 LKS2 UKS2
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	EYFS KS1 LKS2 UKS2
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	EYFS KS1 LKS2 UKS2
How to recognise and report feelings of being unsafe or feeling bad about any adult	EYFS KS1 LKS2 UKS2
How to ask for advice or help for themselves or others, and to keep trying until they are heard	EYFS KS1 LKS2
How to report concerns or abuse, and the vocabulary and confidence needed to do so	KS1 LKS2 UKS2
Where to get advice from e.g. family, school and/or other sources	EYFS KS1 LKS2 UKS2

### **Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health	LKS2 UKS2
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 LKS2 UKS2
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 LKS2 UKS2
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	EYFS KS1 LKS2 UKS2
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	EYFS KS1 LKS2 UKS2



Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	EYFS LKS2 UKS2
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	LKS2 UKS2
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	EYFS KS1 LKS2 UKS2
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 LKS2 UKS2
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	LKS2 UKS2

### **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	EYFS KS1 LKS2 UKS2
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	EYFS KS1 LKS2 UKS2
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	KS1 LKS2 UKS2
Why social media, some computer games and online gaming, for example, are age restricted	UKS2
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 LKS2 UKS2
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	LKS2 UKS2
Where and how to report concerns and get support with issues online	EYFS KS1 LKS2 UKS2

### **Physical health and fitness**

The characteristics and mental and physical benefits of an active lifestyle	EYFS KS1 LKS2 UKS2
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 LKS2 UKS2
The risks associated with an inactive lifestyle (including obesity)	LKS2 UKS2
How and when to seek support including which adults to speak to in school if they are worried about their health	KS1 LKS2 UKS2

### **Healthy eating**

What constitutes a healthy diet (including understanding calories and other nutritional content)	EYFS KS1 LKS2 UKS2
The principles of planning and preparing a range of healthy meals	KS1 LKS2 UKS2
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 LKS2 UKS2

### **Drugs, alcohol and tobacco**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	KS1 LKS2 UKS2
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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	EYFS
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EYFS KS1 LKS2 UKS2
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 LKS2 UKS2
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS KS1 LKS2 UKS2
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	EYFS KS1 LKS2 UKS2
The facts and science relating to allergies, immunisation and vaccination	KS1 LKS2 UKS2

### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	EYFS KS1 LKS2 UKS2
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	KS1 LKS2 UKS2

### **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	LKS2 UKS2
About menstrual wellbeing including the key facts about the menstrual cycle	LKS2 UKS2

## 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, taught in Years 5 and 6. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

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

#### YEAR 5

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

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

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

## YEAR 6

<b>LOVING</b>	God who never stops loving	<ul style="list-style-type: none"> <li>What unconditional love means</li> <li>How love is shown</li> <li>How you are loved and cared for</li> <li>What members of your family do for each other</li> <li>How you show love to others</li> <li>How people have inspired and influenced you to show unconditional love to others</li> <li>What it means to be truly loving</li> <li>How people show unconditional love to others</li> <li>The beliefs and values which have inspired and influenced you to be loving?</li> <li>The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</li> <li>The challenge these passages present to Christians.</li> </ul>
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		<ul style="list-style-type: none"> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means.</li> <li>• By living in God's way, as Jesus showed us, we can grow in love.</li> </ul>
<b>VOCATION AND COMMITMENT</b>	The vocation of priesthood and religious life	<ul style="list-style-type: none"> <li>• What it means to be committed?</li> <li>• Why people are committed?</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction</li> </ul> <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>
<b>EXPECTATIONS</b>	Jesus born to show God to the world	<ul style="list-style-type: none"> <li>• The expectations you have of youRSHElf</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down?</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting.</li> <li>• The meaning of Advent</li> </ul>
<b>SOURCES</b>	The Bible, the special book for the Church	<ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books.</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>
<b>UNITY</b>	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul>
<b>DEATH &amp; NEW LIFE</b>	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> <li>• The affect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> </ul>

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

### **Appendix 3**

#### **Statutory Science Curriculum**

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

#### **In Key Stage 1 children learn:**

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

#### **In Key Stage 2 children learn:**

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