

RSE Programme

Theme 1: Created and loved by God		
EDUCATION IN VIRTUE: Pupils are growing to be:	EYFS &KS1	KS2
	<ul style="list-style-type: none"> • respectful of their own bodies and character • appreciative for blessings • grateful to others and to God • patient when they do not always get what they want 	<ul style="list-style-type: none"> • respectful of their own bodies, character and giftedness • appreciative of blessings • grateful to others and to God • self-disciplined and able to delay or forego gratification for the sake of the greater good • discerning in their decision making • determined and reliant in the face of difficulty, courageous in the face of new situations and in facing their fears
RELIGIOUS UNDERSTANDING OF THE HUMAN PERSON: LOVING MYSELF Pupils should be taught:	<ul style="list-style-type: none"> • we are made by God and are special • we are all God’s children • ways of expressing gratitude to God • about the sacrament of Baptism 	<ul style="list-style-type: none"> • we are special people made in the image and likeness of God • we are children of God with an innate dignity • God has created us for a purpose (vocation) • life is precious and their body is God’s gift to them • prayer and worship are ways of nourishing their relationship with God • sacraments often coincide with different natural stages in life, (e.g. Baptism near birth)
ME, MY BODY AND MY HEALTH: Pupils should be taught:	<ul style="list-style-type: none"> • we are all unique individuals • we all have individual gifts, talents and abilities • the names of the external parts of the body • the similarities and differences between girls and boys • how to maintain personal hygiene • what constitutes a healthy life-style 	<ul style="list-style-type: none"> • everyone expresses their uniqueness in different ways and that being different is not always easy • strategies to develop self-confidence and self-esteem • each person has a purpose in the world • that similarities and differences between people arise from several different factors • their body will change and develop as they grow • about the growth and development of humans and the changes experienced during puberty

		<ul style="list-style-type: none"> • the names of the main parts of the body including identifying and correctly naming genitalia. • how to make informed choices that have an impact on their health
<p>EMOTIONAL WELL-BEING AND ATTITUDES: Pupils should be taught:</p>	<ul style="list-style-type: none"> • that we all have different likes and dis-likes • a language to describe feelings • a basic understanding that feelings and actions are two different things • simple strategies for managing feelings and behaviour • that actions/choices have consequences 	<ul style="list-style-type: none"> • their emotions may change as they approach as they grow and move through puberty • to extend their vocabulary to deepen their understanding of the range and intensity of their feelings • what positively and negatively affects their physical, mental and emotional health • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • that some behaviour is unacceptable, unhealthy or risky • strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources
<p>LIFE CYCLES AND FERTILITY: Pupils should be taught:</p>	<ul style="list-style-type: none"> • that there are life stages from birth to death 	<ul style="list-style-type: none"> • how a baby grows and develops in its mother's womb • to recognise the differences that occur at each stage of a human being's development • the nature and role of menstruation in the fertility cycle • how human life is conceived in the womb, including the language of sperm and ova

Theme 2: Created to love others

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EDUCATION IN VIRTUE: Pupils are growing to be:	EYFS & KS1	KS2
	<ul style="list-style-type: none"> • friendly, able to make and keep friends • caring attentive to the needs of others and generous in their responses • respectful of others, their uniqueness, their wants and their needs • forgiving, able to say sorry and not hold grudges against those who have hurt them • courteous, learning to say 'please' and 'thank you' • honest, able to tell the difference between truth and lies 	<ul style="list-style-type: none"> • loyal, able to develop and sustain friendships • compassionate, able to empathise with the suffering of others and the generosity to help others in trouble • respectful, able to identify other people's personal space and respect the ways in which they are different • forgiving, developing the skills to allow reconciliation in relationships • courteous in their dealings with friends and strangers • honest, committed to living truthfully and with integrity
<p>RELIGIOUS UNDERSTANDING OF THE HUMAN PERSON: LOVING OTHERS</p> <p>Pupils should be taught:</p>	<ul style="list-style-type: none"> • we are part of God's family • that saying sorry is important and can help mend broken friendship • Jesus cared for others • that we should love other people in the same way Jesus loves us 	<ul style="list-style-type: none"> • Christians belong to the Church family which includes the school, parish and diocese • the importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness • the sacrament of marriage involves commitment and self-giving
<p>PERSONAL RELATIONSHIPS:</p> <p>Pupils should be taught:</p>	<ul style="list-style-type: none"> • the characteristics of positive and negative relationships • to identify special people • there are different family structures and these should be respected • how their behaviour affects other people and that there are appropriate and inappropriate behaviours • to recognise when people are being unkind to them and others and how to respond • different types of teasing and bullying which are wrong and unacceptable 	<ul style="list-style-type: none"> • how to maintain positive relationships and strategies to use when relationships go wrong • there are different types of relationships including those between acquaintances, friends, relatives and family • how to make informed choices in relationships and that choices have positive, neutral and negative consequences • an awareness of bullying and how to respond • about harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond • to recognise and manage risk, to develop resilience and learn

		<p>how to cope with 'dares' and other ways in which people can be pressurized</p> <ul style="list-style-type: none"> • about changes that can happen in life e.g. loss, separation, divorce, bereavement and the emotions that accompany these changes.
<p>KEEPING SAFE AND PEOPLE WHO CAN HELP ME: Pupils should be taught:</p>	<ul style="list-style-type: none"> • to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online • to use simple rules for resisting pressure when they feel unsafe or uncomfortable • the difference between good and bad secrets • to identify and correctly name their 'private parts' for the purposes of safeguarding them from sexual exploitation • who to go if they are worried or need help • that there are a number of different people and organisations they can go to for help in different situations. 	<ul style="list-style-type: none"> • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • how to use technology safely • that not all images, language and behaviour are appropriate • to judge what kind of physical contact is acceptable or unacceptable and how to respond • that there are a number of different people and organisations they can go to for help in different situations and how to contact them • how to report and get help if they encounter inappropriate materials or messages.

Theme 3: Created to live in community (local, national and global)

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<p>RELIGIOUS UNDERSTANDING OF THE HUMAN PERSON: LOVING OTHERS Pupils should be taught:</p>	<ul style="list-style-type: none"> • just and fair in their treatment of other people, locally, nationally and globally • people who serve others, locally, nationally and globally • active in their commitment to bring about change 	<ul style="list-style-type: none"> • just, understanding the impact of their actions locally, nationally and globally • self-giving, able to put aside their own wants in order to serve others locally, nationally and globally • prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
<p>LIVING IN THE WIDER WORLD: Pupils should be taught:</p>	<ul style="list-style-type: none"> • that God is Father, Son and Holy Spirit • some scripture illustrating the importance of living in the community • Jesus’ teaching on who is my neighbour 	<ul style="list-style-type: none"> • God is Trinity – a communion on persons • the key principles of Catholic Social Teaching • the church is the body of Christ
<p>LIVING IN THE WIDER WORLD: Pupils should be taught:</p>	<ul style="list-style-type: none"> • that they belong to various communities such as home, school, parish, the wider local community and the global community • that their behaviour has an impact on the communities to which they belong • that people and other living things have needs and that they have responsibilities to meet them about what harms and improves the world in which they live • how diseases are spread and can be controlled and the responsibly they have for their own health and that of others 	<ul style="list-style-type: none"> • that there are some cultural practices which are against British law and universal rights • that actions such as FGM constitute abuse, are crimes and how to get support if they have fears for themselves or their peers • that bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread • about the range of national, regional, religious and ethnic identities in the UK and beyond, and the importance of living in right relationship with one another