



Est. 1859

THE ORATORY PREP SCHOOL

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Relationship and Sex Education and PSHE Policy

This policy applies all pupils in the school, including in
the EYFS

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Next Review July 2026

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} delivery.

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via the PSHE Association,

1.2.3 parent focus group,

1.2.4 student voice,

1.2.5 wellbeing surveys

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the schools' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's virtues of Curiosity, Kindness and Wisdom. The PSHE and RSE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship and the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via the school website and parent portal.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBT inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204)

3 Roles and Responsibilities

3.1 From September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the Head of PSHE and Pastoral Lead. Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 At The Oratory Prep School, we are dedicated to providing a well-rounded, inclusive, and high-quality Personal, Social, Health, and Economic (PSHE) education that supports the development of the whole child. As part of our commitment to transparency and community involvement, we make key resources related to our PSHE programme JIGSAW PSHE available to parents, guardians, and other stakeholders. These resources aim to ensure a clear understanding of the content, approach, and values underpinning our curriculum.

We provide the following documents to support stakeholders in understanding our PSHE teaching, including Relationships Education, Health Education, and Sex Education:

- JIGSAW Personal, Social, Health, and Economic Education: A Guide for Parents and Carers Leaflet
- Jigsaw Knowledge Content for Ages 3-11/12 (Reception - Year 6)
- Jigsaw Knowledge Content for Ages 11/16 (Year 7 - Year 11)
- Including and Valuing ALL Children: What does Jigsaw PSHE 3-11/12 teach about LGBT+ relationships?

At The Oratory Prep School, we are dedicated to providing a well-rounded, inclusive, and high-quality Relationships Education, Health Education, and Sex Education that supports the development of the whole child. As part of our commitment to transparency and community involvement, we make key resources related to our RSE delivery available to parents, guardians, and other stakeholders. These resources aim to ensure a clear understanding of the content, approach, and values underpinning our curriculum.

We provide the following documents to support stakeholders in understanding our Relationships Education, Health Education, and Sex Education:

- JIGSAW Relationships Education, Health Education, and Sex Education: A Guide for Parents and Carers Leaflet
- Jigsaw 3-11 and Statutory Relationships and Health Education
- Relationships and Sex Education and Health Education - A brief guide

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table needs to set out who oversees the delivery of the PSHE and RE/RSE curriculum and how it is implemented in practice in each phase of the school

Pre-Prep (Reception - Year 2)	Prep (Year 3 - Year 5)	Senior School (Years 6-8)
<ul style="list-style-type: none"> ● Head of PSHE ● Head of Catholic Life ● Lead by Mrs Ackerman 	<ul style="list-style-type: none"> ● Head of PSHE ● Head of Catholic Life ● Lead by Mrs Whatmore and Mrs Maher 	<ul style="list-style-type: none"> ● Head of PSHE ● Head of Catholic Life ● Lead by Miss Anstice, Mrs Maher and Mrs Addleton
<ul style="list-style-type: none"> ● Curriculum time delivered by Mrs Ackerman and Mrs Whatmore ● Use of Jigsaw Scheme as a source of PSHE and RSE content and scope ● PSHE is taught through other subjects/curriculum areas e.g RE ● PSHE delivered through whole school and extended timetable activities e.g. assemblies ● PSHE enabled through specific projects e.g awareness days/weeks through involvement in the life of the school and wider community ● PSHE through pastoral care and guidance 		<ul style="list-style-type: none"> ● PSHE Curriculum delivered by Miss Anstice and Mrs Addleton in weekly timetabled lessons via a spiral programme ● Weekly tutor periods addressing topical issues affecting young people ● Assemblies addressing a range of PSHE issues ● Through involvement in the life of the school and wider community ● PSHE through pastoral care
<p>Best Practice in PSHE Education:</p> <p>Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects</p> <p>Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.</p> <p>Pupils will be reassured that the majority of young people make positive healthy lifestyle choices</p> <p>Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.</p> <p>Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.</p>		

5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject

material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2025 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education {Prep} and Relationships and Sex Education (RSE) (KS3) takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or any protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

Pre-Prep (Reception to Year 2)	Prep (Year 3- Year 5)
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- Chaplaincy
- Head of Catholic Life
- Head of PSHE
- Lead by Mrs Ackerman, Mrs Whatmore, Mrs Maher, Miss Anstice and Mrs Addleton

The focus during Relationship Education for all years focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after [Para 62](#)]

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at OPS.

Only for schools with senior sections

Senior School

PSHE lead

Coordination with Heads of Biology, Food and Nutrition and Religion and Philosophy

The aim of RSE in the Senior Schools is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

It's aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support.

It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe.

It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.

[Further guidance and detail of what Secondary pupils need to achieve by the end of Y11/13 are available in [Para 69 - 82 and the table](#).]

RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)

9 Managing difficult questions:

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from relationships education in prep school or secondary school

10.2 At secondary school level parents/carers will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes

10.2.1 Before granting such a request, the Head of School will meet with parents/carers and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

10.2.2 The School will respect the parents' request to withdraw the pupil except in exceptional circumstances [**Para 47 & 48**] up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

10.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.4 The School will keep a record of all such decisions.

11 Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education (Prep - up to Y6) and Relationship and Sex Education (Senior Prep Y7 & Y8) provision will be evaluated through annual governance (spring) + identify school's own internal processes and frequency.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15 Outside Speakers

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

The Gov't guidance ([RSE guidance](#) and/ or [guide for parents](#).)

17 The structure of the Relationships Education and Relationships and Sex Education curriculum

This programme covers EYFS, KS1, KS2 and KS3 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

- **Created and loved by God** (this explores the individual - health and wellbeing)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

EYFS - Nursery and Kindergarten

KS1 - Y1 and Y2

KS2 - Y3 to Y6

KS3 - Y7 & Y8

APPENDIX 1

Theme 1: Created and Loved by God

Education in Virtue (Taught in Religious Education lessons):

EYFS & KS1	<p>In a Catholic school, pupils are growing to be:</p> <p>1.1.1.1. Respectful of their own bodies and character</p> <p>1.1.1.2. Appreciative for blessings</p> <p>1.1.1.3. Grateful to others and to God</p> <p>1.1.1.4. Patient when they do not always get what they want</p>	KS2	<p>In a Catholic school, pupils are growing to be:</p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>2.1.1.2. Appreciative for blessings</p> <p>2.1.1.3. Grateful to others and to God</p> <p>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>2.1.1.5. Discerning in their decision making</p> <p>2.1.1.6. Determined and resilient in the face of difficulty</p>
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			2.1.1.7. Courageous in the face of new situations and in facing their fears
KS3	<p>In a Catholic school, pupils are growing to be:</p> <p>3.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>3.1.1.2. Appreciative for blessings</p> <p>3.1.1.3. Grateful to others and to God</p> <p>3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>3.1.1.5. Discerning in their decision making</p> <p>3.1.1.6. Determined and resilient in the face of difficulty</p> <p>3.1.1.7. Courageous in the face of new situations and in facing their fears</p>		

Religious understanding of the human person: loving myself (Taught in Religious Education lessons):

EYFS & KS1	<p>Pupils should be taught:</p> <p>1.1.2.1. We are made by God and are special</p> <p>1.1.2.2. We are all God's children</p> <p>1.1.2.3. Ways of expressing gratitude to God</p> <p>1.1.2.4. About the sacrament of Baptism</p>	KS2	<p>Pupils should be taught:</p> <p>2.1.2.1. We are special people made in the image and likeness of God</p> <p>2.1.2.2. We are children of God with an innate dignity</p> <p>2.1.2.3. God has created us for a purpose (vocation)</p> <p>2.1.2.4. Life is precious and their body is God's gift to them</p> <p>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</p> <p>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.</p>
KS3	<p>Pupils should be taught:</p> <p>3.1.2.1. To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.2. To understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <p>3.1.2.3. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</p>		

	3.1.2.4. To recognise that they are responsible for their own behaviour and how to inform their conscience		
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Me, my body and my health:

EYFS & KS1	<p>Pupils should be taught:</p> <p>Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities</p> <p>My body 1.1.3.1. The names of the external parts of the body 1.1.3.2. The similarities and differences between girls and boys</p> <p>My Health 1.1.3.3. How to maintain personal hygiene 1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating.</p>	KS2	<p>Pupils should be taught:</p> <p>Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p>My health 2.1.3.8. How to make informed choices that have an impact on their health</p>
KS3	<p>Pupils should be taught:</p> <p>Me 3.1.3.1. To recognise their personal strengths 3.1.3.2. To distinguish ‘needs’ from ‘wants’</p> <p>My body 3.1.3.3. There are many different body shapes, sizes and physical attributes 3.1.3.4. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual</p> <p>My Health 3.1.3.5. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene</p>		

Emotional well-being and attitudes:

<p>EYFS & KS1</p>	<p>Pupils should be taught:</p> <p>Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings</p> <p>Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences</p>	<p>KS2</p>	<p>Pupils should be taught:</p> <p>Emotional well-being 2.1.4.1. Their emotions may change as they approach as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>
<p>KS3</p>	<p>Pupils should be taught:</p> <p>Emotional well-being 3.1.4.1. How to develop self-confidence and self-esteem 3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships 3.1.4.3. There are different emotions which may emerge in relation to change and loss and strategies to manage them 3.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform 3.1.4.5. The concepts of sexual identity, gender identity and sexual orientation</p> <p>Attitudes 3.1.4.6. To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices</p>		

Life cycles and fertility (Taught through Science lessons):

<p>EYFS & KS1</p>	<p>Pupils should be taught: Life cycles</p>	<p>KS2</p>	<p>Pupils should be taught: Life cycles</p>
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	1.1.5.1. That there are life stages from birth to death		2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age) Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova
KS3	Pupils should be taught: Life cycles 3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems 3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome Fertility 3.1.5.3. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation 3.1.5.4. The negative impact of substance use on both male and female fertility		

Theme 2: Created to love other

Education in virtue:

EYFS & KS1	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you." 1.2.1.6. Honest, able to tell the difference between truth and lies	KS2	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honesty, committed to living truthfully and with integrity
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KS3	<p>In a Catholic school, pupils are growing to be:</p> <p>3.2.1.1. Loyal, able to develop and sustain friendships</p> <p>3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5. Courteous in their dealings with friends and strangers</p> <p>3.2.1.6. Honest, committed to living truthfully and with integrity</p>		
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Religious understanding of human relationships: loving others (Taught through Religious Education lessons:

EYFS & KS1	<p>Pupils should be taught:</p> <p>1.2.2.1. We are part of God's family</p> <p>1.2.2.2. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.3. Jesus cared for others</p> <p>1.2.2.4. That we should love other people in the same way Jesus loves us</p>	KS2	<p>Pupils should be taught:</p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.3. The sacrament of marriage involves commitment and self- giving</p>
KS2	<p>Pupils should be taught:</p> <p>3.2.2.1. Loving of Neighbour and treating everyone with respect.</p> <p>3.2.2.2. Anointing of the sick and caring for those who are unwell.</p> <p>3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love</p> <p>3.2.2.4. How to express love and care for others through acts of charity</p> <p>3.2.2.5. How to discuss religious faith and personal beliefs with others</p> <p>3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</p>		

Personal Relationships:

<p>EYFS & KS1</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none">1.2.3.1. The characteristics of positive and negative relationships1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special.1.2.3.3. There are different family structures and these should be respected1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours1.2.3.5. To recognise when people are being unkind to them and others and how to respond1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable	<p>KS2</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none">2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong.2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes
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KS3	<p>Pupils should be taught:</p> <p>3.2.3.1. About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>3.2.3.2. The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc</p> <p>3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>3.2.3.5. That someone else’s expectations in a relationship may be different to yours and strategies for negotiating possible differences.</p> <p>3.2.3.6. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</p> <p>3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child</p>		
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Keeping safe and people who can help me:

EYFS & KS1	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly naming their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</p> <p>People who can help me</p> <p>1.2.4.5. Who to go to if they are worried or need help</p>	KS2	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>People who can help me</p> <p>2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.6. How to report and get help if they encounter inappropriate materials or messages</p>
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	1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.		
KS3	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help</p> <p>3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not ‘consent’</p> <p>3.2.4.4. The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.</p> <p>3.2.4.5. How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</p> <p>3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</p> <p>3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions</p> <p>People who can help me</p> <p>3.2.4.8. There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them.</p>		

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

Education in virtue:

EYFS & KS1	In a Catholic school, pupils are growing to be:	KS2	In a Catholic school, pupils are growing to be:
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	<p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>		<p>2.3.1.1. Just - understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving - able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Accurately predicting their ability to identify injustice and speak out against it locally, nationally and globally</p>
KS3	<p>In a Catholic school, pupils are growing to be:</p> <p>3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>3.3.1.3. Accurately predicting their ability to identify injustice and speak out against it locally, nationally and globally</p>		

Religious understanding of the importance of human communities: (Taught through Religious Education lessons)

EYFS & KS1	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on 'Who is my neighbour'</p>	KS2	<p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
KS3	<p>Pupils should be taught:</p> <p>3.3.2.1. To discuss moral questions in a balanced and well-informed way</p> <p>3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all</p> <p>3.3.2.3 To discuss and understand the sacrament of Baptism as welcoming to the Church Community.</p> <p>3.3.2.4 The trinity and use in worship</p>		

Living in the wider world:

EYFS & KS1	<p>Pupils should be taught:</p>	KS2	<p>Pupils should be taught:</p>
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	<p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>		<p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>
KS3	<p>Pupils should be taught:</p> <p>3.3.3.1. They have responsibilities towards their local, global and national community and creation</p> <p>3.3.3.2. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so</p> <p>3.3.3.3. Recognise stereotypes and how they can encourage damage and prejudice</p> <p>3.3.3.4. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)</p>		

APPENDIX 2 - Covering the three Core Themes of PSHE and RSE: Health and Wellbeing, Relationships and Living in the Wider World

Year 1

Y1 PSHE Overview 2022/23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Michaelmas	Termly unit of learning:												
	Being Me Help others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow the Learning Charter	Celebrating difference Accept that everyone is different	Include others when working and playing	Know how to help if someone is being bullied	Try to solve problems	Use kind words	Know how to give and receive compliments	
Lent	Termly unit of learning:												
	Dreams and Goals Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	Healthy Me Have made a healthy choice	Have eaten a healthy, balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships			
Summer	Termly unit of learning:												
	Relationships Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset or hurt	Changing me Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the changes that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change			

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Michaelmas	Termly unit of learning:												
	Being Me Help others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow the Learning Charter	Celebrating me Accept that everyone is different	Include others when working and playing	Know how to help if someone is being bullied	Try to solve problems	Try to use kind words	Know how to give and receive compliments	
Lent	Dreams and Goals						Healthy Me						
	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	Have made a healthy choice	Have eaten a healthy, balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships			
Summer	Relationships Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset or hurt	Changing me Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the changes that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change			

Year 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
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Michaelmas	Termly unit of learning:												
	<u>Being Me</u> Help others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow the Learning Charter	<u>Celebrating Differences</u> Accept that everyone is different	Include others when working and playing	Know how to help if someone is being bullied	Try to solve problems	Try to use kind words	Know how to give and receive compliments	
Lent	Termly unit of learning:												
	<u>Dreams and Goals</u> Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	<u>Healthy Me</u> Have made a healthy choice	Have eaten a healthy, balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships			
Summer	Termly unit of learning:												
	<u>Relationships</u> Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset or hurt	<u>Changing me</u> Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the changes that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change			

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Michaelmas	Termly unit of learning:												
	<u>Being Me</u> Help others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow the Learning Charter	<u>Celebrating Differences</u> Accept that everyone is different	Include others when working and playing	Know how to help if someone is being bullied	Try to solve problems	Try to use kind words	Know how to give and receive compliments	
Lent	Termly unit of learning:												
	<u>Dreams and Goals</u> Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	<u>Healthy Me</u> Have made a healthy choice	Have eaten a healthy, balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships			
Summer	Termly unit of learning:												
	<u>Relationships</u> Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset or hurt	<u>Changing me</u> Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the changes that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change			

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Michaelmas	Being Me in My World						Celebrating Difference					
	Help others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow the Learning Charter	Include others when working and playing	Include others when working and playing	Know how to help if someone is being bullied	Try to solve problems	Try to use kind words	Know how to give and receive compliments
Lent	Dreams & Goals						Healthy ME					
	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	Are working hard to achieve their own dreams and goals	Have made a healthy choice	Have eaten a healthy, balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships	Know how to keep calm and deal with difficult situations
Summer	Relationships						Changing Me					
	Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset or hurt	Know and show what makes a good relationship	Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the changes that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change	Are looking forward to change

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Michaelmas	Being Me in My World						Celebrating Difference					
	Help others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow the Learning Charter	Accept that everyone is different	Include others when working and playing	Know how to help if someone is being bullied	Try to solve problems	Try to use kind words	Know how to give and receive compliments
Lent	Dreams & Goals						Healthy Me					
	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	Are working hard to achieve their own dreams and goals	Have made a healthy choice	Have eaten a healthy, balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships	Know how to keep calm and deal with difficult situations
Summer	Relationships						Changing Me					
	Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset or hurt	Know and show what makes a good relationship	Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the changes that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change	Are looking forward to change

Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Michaelmas	Being Me in My World						Celebrating Difference					
	Who am I?	My influences	Peer pressure and belonging	My online identity	What are the consequences of what I say and do online?	Assessment	Prejudice and Discrimination	True or false?	Challenging stereotypes	Discrimination in school	Bullying	Assessment
Lent	Dreams & Goals						Healthy Me					
	What are my dreams and goals?	Achieving my dreams and goals	Coping strategies	How responsible and irresponsible choices affect my dreams and goals	How making an irresponsible choice could affect a person's dreams and goals	Assessment	How to recognise and deal with anxiety and stress	Healthy choices on... managing stress	Healthy choices on... substances	Healthy lifestyle choices: Good nutrition, exercise and sleep	Healthy choices on... medicines and immunisation	Assessment
Summer	Relationships						Changing Me					
	Positive qualities of healthy relationships	My changing supportive relationships	Getting on and falling out	Discerning external factors in relationships	Assertiveness in relationships	Assessment	My changing body	Having a baby	Types of relationships and their impact	Image and self-esteem	My changing feelings	Assessment

Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Michaelmas	Being Me in My World						Celebrating Difference					
	Who am I?	My 'family'	'Family Factors'	The power of first impressions	Faith and beliefs	Assessment	Prejudice and Discrimination	Inequality	When things go right	Bullying	How I can make a difference	Assessment
Lent	Dreams & Goals						Healthy Me					
	Your goals - long-term	What money can't buy	Online Safety	Money and Earnings	The price of life	Assessment	Me and My Health	Healthy choices on... managing stress	Healthy choices on... substances	Substance misuse and exploitation	Healthy choices on... medicines and immunisation	Assessment
Summer	Relationships						Changing Me					
	Being in control of... myself	Being in control of... my relationships	Being in control of... personal space	Managing Control and Coercion in Relationships	Being in control of... social media	Assessment	Different types of relationship	What's in a relationship?	Looks and smiles	Does watching pornography help people to understand relationships?	Alcohol and Risk	Assessment

