

“As unique individuals, we do our best at work and play for the love of God and others.”



7 Year Subject Overview for Relationship, Health and Sex Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Rec	Coming soon – Autumn 2020					
Year 1	<p>Religious Understanding</p> <p>Handmade With Love (Kester's Adventures)</p> <ul style="list-style-type: none"> • 1) We are created individually by God. • 2) God wants us to talk to him often throughout the day and treat Him as our best friend. • 3) God has created us, his children, to know, love and serve him in this life and forever – this is our purpose and goal and will bring us true happiness. • 3) We are created as a unity of body, mind and spirit: who we are matters and what we do matters • 4) We can give thanks to God in different ways 	<p>Me my body, my health</p> <p>I am unique Me</p> <ul style="list-style-type: none"> • To learn that we are unique , with individual gifts, talents and skills. <p>Girls and boys</p> <ul style="list-style-type: none"> • 1) Our bodies are good. • 2) The names of the parts of our bodies. • 3) Girls and boys have been created by God to be both similar and different – these differences are physical, emotional, and spiritual and together make up the richness of the human family. <p>Clean and Healthy</p> <ul style="list-style-type: none"> • 1) Our bodies are good and we need to look after them. • 2) What constitutes a healthy lifestyle, including physical activity, dental health, and healthy eating. • 3) The importance of sleep, rest and recreation for our health. 	<p>Religious Understanding</p> <p>God Loves you</p> <ul style="list-style-type: none"> • 1) We are part of God's family. • 2) Saying sorry is important and can mend friendships. • 3) Jesus cared for others and had expectations of them and how they should act. • 4) We love other people in the same way God loves us. 	<p>Keeping Safe</p> <p>Being Safe</p> <ul style="list-style-type: none"> • To understand safe and unsafe situations, including online. <p>Good Secrets and Bad Secrets</p> <ul style="list-style-type: none"> • 1) The difference between 'good and bad' secrets and that they can and should be open with 'special people' the trust if anything troubles them. • 2) How to resist pressure when feeling unsafe. 	<p>Religious Understanding</p> <p>Trinity House</p> <ul style="list-style-type: none"> • 1) That God is love: Father, Son and Holy Spirit. • 2) That being made in his image means being called to be loved and to love others. 	<p>Religious Understanding</p> <p>Who Is My Neighbour?</p> <ul style="list-style-type: none"> • 1) To know what a community is, and that God calls us to live in community with one another. • 2) A scripture illustrating the importance of living in a community as a consequence of this. • 3) Jesus' teaching on who is my neighbour.

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Year 2	<p><u>Emotional Wellbeing</u></p> <p>Feelings likes and dislikes</p> <ul style="list-style-type: none"> • 1) It is natural for us to relate and trust one another. • 2) We all have different tastes (likes and dislikes) but also similar needs (to be loved and respected, to be safe etc). • 3) A language to describe our feelings. <p>Feeling Inside Out</p> <ul style="list-style-type: none"> • 1) A basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character. <p>Super Susie gets Angry</p> <ul style="list-style-type: none"> • 1) Simple strategies for managing feelings and for good behaviour. • 2) That choices have consequences; that when we make mistakes, we are called to receive forgiveness and to forgive others when they do. • 3) That Jesus died on the cross so that we could be forgiven. 	<p>• 4) How to maintain personal hygiene.</p> <p><u>The Cycle of Life</u></p> <ul style="list-style-type: none"> • 1) Children will know and appreciate that there are natural life stages from birth to death and what these are. 	<p><u>Personal Relationships</u></p> <p>Special People</p> <ul style="list-style-type: none"> • 1) To identify ‘special people’ (their parents, carers, friends, parish, priest) and what makes them special. • 2) The importance of nuclear and wider family. • 3) The importance of being close to and trusting special people and telling them if something is troubling them. <p>Treat Others Well</p> <ul style="list-style-type: none"> • 1) How their behaviour affects other people, and that there is appropriate and inappropriate behaviour. • 2) The characteristics of positive and negative relationships. • 3) Different types of teasing and that all bullying is wrong and unacceptable. 	<p><u>Keeping Safe</u></p> <p><u>Physical Contact</u></p> <ul style="list-style-type: none"> • 1) To know that they are entitled to body privacy. • 2) That there are different people we can trust for help, especially those closest to us, including our parents, carers, teachers, parish priest. 	<p><u>Living in the Wider World</u></p> <p>The Communities We Live In</p> <ul style="list-style-type: none"> • 1) That they belong to various communities such as home, school, parish, the wider local community, nation and global community. • 2) That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. • 3) That we have a duty of care for others and the world we live in (charity work, recycling etc). • 4) About what harms and what improves the world in which we live. 	<p><u>End of Key Stage Discussion/ Questions</u></p> <p>Time to finish units and class discussions about any overriding questions pupils have from what they have learnt.</p>
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<p>Year 3</p>	<p>Religious Understanding Designed for a purpose (Kester's Adventures)</p> <p>Me my body my health</p> <ul style="list-style-type: none"> • 1) We are created individually by God who is Love, designed in his image and likeness. • 2) God made us with the desire to be loved and to love and 'to make a difference': each of us had a specific purpose (vocation). • 3) Every human life is precious from the beginning of life (conception) to natural death. • 4) Personal and communal prayer and worship are necessary ways of growing in our relationship with God. • 5) In Baptism God makes us His adopted children and 'receivers' of his love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue). • 6) It is important to make a nightly examination of conscience. 	<p>Emotional Wellbeing</p> <p>What am I feeling?</p> <ul style="list-style-type: none"> • 1) That emotions change as they grow up (including hormonal effects). • 2) To deepen their understanding of the range and intensity of their feelings; that feelings are not a good guide for action. • 3) What emotional wellbeing means. • 4) Positive actions to help emotional wellbeing (beauty, art etc. lift the spirit). • 5) Talking to trusted people helps emotional wellbeing (eg parents, carers, teacher, parish priest). <p>What am I looking at?</p> <ul style="list-style-type: none"> • 1) To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. <p>I am thankful</p> <ul style="list-style-type: none"> • 1) Some behaviour is wrong, unacceptable, unhealthy and risky. • 2) Thankfulness build resilience against feelings 	<p>Religious Understanding Story Sessions Jesus, My Friend</p> <ul style="list-style-type: none"> • 1) That Jesus loves, embraces, guides, forgives and reconciles us with him and one another. • 2) The importance of forgiveness and reconciliation in relationships, and some of Jesus' teachings on forgiveness. • 3) That relationships take time and effort to sustain. • 4) We reflect God's image in our relationships with others; this is intrinsic to who we are and to our happiness. 	<p>Keeping Safe Sharing Online</p> <ul style="list-style-type: none"> • 1) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • 2) How to use technology safely. • 3) That just as what we eat can make us healthy or make us ill, so can what we watch, hear, say or do can be good or bad for us and others. • 4) How to report and get help if they encounter inappropriate materials or messages. <p>Chatting Online</p> <ul style="list-style-type: none"> • 1) How to use technology safely. • 2) That bad language and bad behaviour are inappropriate. • 3) That just as what we eat can make us healthy or make us ill, so can what we watch, hear, say or do can be good or bad for us and others. • 4) How to report and get help if they encounter 	<p>Religious Understanding Trinity House</p> <ul style="list-style-type: none"> • 1) God is love as shown by the Trinity – a 'communion of persons supporting each other in the giving relationship.' • 2) The human family is to reflect the Holy Trinity in mutual charity and generosity . 	<p>Religious Understanding What Is the Church?</p> <ul style="list-style-type: none"> • 1) The human family is to reflect the Holy Trinity in mutual charity and generosity. • 2) The Church family comprises of home, school and parish (which is part of the diocese).
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	<p>We don't have to be the same</p> <ul style="list-style-type: none"> • 1) Similarities and differences between people arise as they grow old and make choices, and that by living and working together (teamwork) we create a community. • 2) Self-confidence arises from being loved b God (not status etc). <p>Respecting Our Bodies</p> <ul style="list-style-type: none"> • 1) About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do 	of envy, inadequacy and insecurity, and against pressure from peers and the media.		inappropriate materials or messages.		
Year 4	<p><u>Me my body my health</u></p> <p>What is puberty?</p> <ul style="list-style-type: none"> • 1) Learn what the term puberty means • 2) Learn when they can expect puberty to take place • 3) Understand that puberty is part of God's plan for our bodies <p>Changing Bodies</p> <ul style="list-style-type: none"> • 1) Learn correct naming of genitalia 	<p><u>Life Cycles</u></p> <ul style="list-style-type: none"> • 1) That they were handmade by God with the help of their parents • 2) How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception. • 3) How conception and life fits into the cycle of life • 4) That throughout their lives human beings act at 	<p><u>Personal Relationships</u></p> <p>Friends Family and Others</p> <ul style="list-style-type: none"> • 1) Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong. • 2) That there are different types of relationships including those between acquaintances, friends, relatives, and family. 	<p><u>Keeping Safe</u></p> <p>Physical Contact</p> <ul style="list-style-type: none"> • 1) To judge what kind of physical contact is acceptable or unacceptable and how to respond. • 2) That there are different people we can trust for help, especially the closest who care for us, including parents, teachers and priests. 	<p><u>Living in the Wider World</u></p> <p>How do I love Others?</p> <ul style="list-style-type: none"> • 1) To know that God wants His Church to love and care for others. • 2) To devise practical ways of loving and caring for others. 	<p><u>End of Key Stage Discussion/ Questions</u></p> <p>Time to finish units and class discussions about any overriding questions pupils have from what they have learnt.</p>

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	<ul style="list-style-type: none"> • 2) Learn what changes will happen to boys during puberty • 3) Learn what changes happen to boys during puberty • (Discussion groups – optional (Yr4+) Separate discussion groups to answer children’s questions from Previous puberty lessons) 	<p>three integrated levels; physical, psychological and spiritual.</p>	<ul style="list-style-type: none"> • 3) That good friendship is when both persons enjoy each others company and also want what is truly best for the other. • 4) The difference between a group of friends and a clique. <p>When things feel bad</p> <ul style="list-style-type: none"> • 1) Develop a greater awareness of bullying (including cyber bullying), that all bullying is wrong, and how to respond to bullying. • 2) Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. <p>When Things Change Not uploaded till Sept 2020</p>			
Year 5	<p>Religious Understanding - Made to Grow (Kester’s Adventures)</p> <p>Emotional Wellbeing</p> <ul style="list-style-type: none"> • 1) Physically becoming an adult is a natural phase of life. 	<p style="text-align: center;"><u>Life Cycles</u></p> <p>Menstruation</p> <ul style="list-style-type: none"> • 1) About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life. 	<p style="text-align: center;"><u>Religious Understanding</u></p> <p>Is God Calling You?</p> <ul style="list-style-type: none"> • 1) To know that God calls us to love others. • 2) To know ways in which we can participate in God’s call to us. 	<p style="text-align: center;"><u>Keeping Safe</u></p> <p>Sharing Online</p> <ul style="list-style-type: none"> • 1) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. 	<p style="text-align: center;"><u>Religious Understanding</u></p> <p>Trinity House</p> <ul style="list-style-type: none"> • 1) To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. • 2) To know that the Holy Spirit works through us to 	<p style="text-align: center;"><u>Religious Understanding</u></p> <p>Reaching Out</p> <ul style="list-style-type: none"> • 1) Learn to apply the principles of CST to current issues. • 2) Find ways in which they can spread God’s love in their community.

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	<ul style="list-style-type: none"> • 2) Lots of changes will happen when growing up, it is part of God’s plan. • 3) Like Kester they were made to love and be loved. <p>Body Image</p> <ul style="list-style-type: none"> • 1) To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. • 2) Thank thankfulness builds resilience against feelings of envy, inadequacy etc and against pressure from peers or media. <p>Peculiar Feelings</p> <ul style="list-style-type: none"> • 1) To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action. • 2) That some behaviour is wrong, unacceptable, unhealthy or risky. <p>Emotional Changes</p> <ul style="list-style-type: none"> • 1) Emotions change as they grow up (including hormonal effects). • 2) To deepen their understanding of the range and intensity of their 	<ul style="list-style-type: none"> • 2) Some practical help on how to manage the onset of menstruation. 	<ul style="list-style-type: none"> • 2) How to use technology safely. • 3) That just as what we eat can make us healthy or ill, so what we watch, hear, say or do can be good or bad for us and others. • 4) How to report and get help if they encounter inappropriate materials or messages. <p>Chatting Online</p> <ul style="list-style-type: none"> • 1) What the term cyberbullying means and examples of it. • 2) What cyberbullying feels like for the victim. • 3) How to get help if they experience cyberbullying. 	<p>bring God’s love and goodness to others.</p> <p>Catholic Social Teaching</p> <ul style="list-style-type: none"> • 1) The principle of Catholic Social Teaching. • 2) That God formed them out of love, to know and share his love with others.
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	<p>feelings; that ‘feelings’ are not good guides for action.</p> <ul style="list-style-type: none"> • 3) About emotional wellbeing that beauty, art etc can lift the spirit; and also that openness with trusted parents / carers / teachers when worries ensures healthy wellbeing. <p>Seeing stuff online</p> <ul style="list-style-type: none"> • 1) The difference between harmful and harmless videos and images. • 2) The impact that harmful videos and images can have on young minds. • 3) Ways to combat and deal with viewing harmful video and images. 					
<p>Year 6</p>	<p><u>Me, My Body, My Health</u></p> <p>Gifts and talents</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and mature, and that by living and working together (teamwork) we create community. • Self-confidence arises from being loved by God (not status etc). <p>Girls bodies</p>	<p><u>Life Cycles</u></p> <p>Making Babies Part 1</p> <ul style="list-style-type: none"> • How a baby grows and develops in its mother’s womb. <p>Making Babies Part 2 (optional)</p> <ul style="list-style-type: none"> • 1) Basic scientific facts about sexual intercourse between a man and a woman. • 2) The physical, emotional, moral and 	<p><u>Personal Relationships</u></p> <p>Under Pressure</p> <ul style="list-style-type: none"> • Pressure comes in different forms, and what those different forms are. • There are strategies they can adopt to resist pressure. • Do you want a piece of Cake? • 1) Understand what consent and bodily autonomy means. 	<p>Physical Contact</p> <ul style="list-style-type: none"> • 1) To judge what kind of physical contact is acceptable or unacceptable and how to respond. • 2) That there are different people we can trust for help, especially the closest who care for us, including parents, teachers and priests. 		<p><u>End of Key Stage Discussion/ Questions</u></p> <p>Time to finish units and class discussions about any overriding questions pupils have from what they have learnt.</p>

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	<ul style="list-style-type: none"> • That human beings are different to other animals. • About the unique growth and development of humans and the changes that girls will experience during puberty. • About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately. • The need for modesty and appropriate boundaries. <p>Boys bodies</p> <ul style="list-style-type: none"> • That human beings are different to other animals. • About the unique growth and development of humans and the changes that boys will experience during puberty. • About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately. • The need for modesty and appropriate boundaries. <p>Spots and Sleep</p> <ul style="list-style-type: none"> • How to make good choices that have an impact on their health: rest and sleep, exercise, 	<p>spiritual implications of sexual intercourse.</p> <ul style="list-style-type: none"> • 3) The viewpoint that sexual intercourse should be saved for marriage. 	<ul style="list-style-type: none"> • 2) Discuss and reflect on different scenarios in which it is right to say 'no'. <p>Self -Talk</p> <ul style="list-style-type: none"> • 1) Learn about how thoughts and feelings impact on actions and develop strategies that will positively impact their actions. • 2) Apply this approach to personal friendships and relationships. 			
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	personal hygiene, avoiding the overuse of electric entertainment etc.					
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