



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

"Where we learn to love and love to learn"

Mission Statement

Together at St. Joseph's we learn to love,

Following Jesus,

Sharing God's gifts

Building God's world

Document Control	
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Mission statement

Together at St. Joseph's we learn to love,

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A full consultation with staff, parents and governors has taken place in the development of the RSE curriculum and policy.

This updated policy will be implemented after ratification by the Governing Board on 29th April 2025. This policy will be reviewed every 2 years by the Headteacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is April 2027.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

Defining relationship and sex education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory curriculum requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE 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 RSE 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.

Values and virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;

- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

Outcomes

Inclusion and differentiated learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to

discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross curricular dimension and a specific relationships and sex curriculum.

Programme / resources

At St Joseph's, the RSE scheme used is Ten:Ten Life to the Full, which is recommended by the Catholic Church. This programme is woven into our bespoke PSHE, in which PSHE units are supplemented by Kapow resources.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Children are assessed using the assessment resources from Ten: Ten Life to the Full.

Parents and carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home

and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Balanced curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lays with PSHE Coordinator and SLT. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other roles and responsibilities regarding RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

The co-ordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum leader and the member of staff with responsibility for child protection).

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to other policies and curriculum subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying policy, Safeguarding Policy etc).

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Children's questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme.

Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix

Resources can be accessed via the Online Parent Portal on the Ten:Ten website:

<https://www.tentenresources.co.uk/parent-portal/>

Username: st-josephs-sk1

Password: wall-tree



St. Joseph's Catholic Primary School



PHSE & RHE Overview

EYFS – Cycle A	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Health and Wellbeing						Relationships						Living in the Wider World					
	Healthy lifestyles		Ourselves, growing and changing		Keeping safe		Feelings & Emotions		Healthy Relationships		Valuing difference		British Values		Environment		Money	
	1. Topic: Keeping healthy. Healthy lifestyle decisions Ten: Ten: Ready Teddy.		4. Topic: Handmade with love Ten: Ten: Handmade with love		7. Topic: My body and keeping it safe Ten: Ten: Heads, Shoulders, Knees and Toes		1. Topic: Identifying my feelings Kapow: My feelings: Lesson 1		4. Topic: Role Model Ten: Ten: Role Model		8. Topic: Being a good friend Kapow: Building relationships: Lesson 4		1. Topic: Rules Kapow: Taking on challenges: Lesson 1		5. Topic: Created to live in community Ten: Ten: Loving God, loving others		7. Topic: When I grow up Ten: Ten: When I grow up	
2. Topic: What is exercise? Kapow: Managing self: Lesson 1.		5. Topic: I am special Ten: Ten: I am me		8. Topic: Pants are private Ten: Ten: My body rules		2. Topic: Feelings Kapow: My feelings: Lesson 1		5. Topic: People I trust Ten: Ten: Who's who		9. Topic: Teamwork Kapow: Building relationships: Lesson 5		2. Topic: Community Kapow: Taking on challenges: Lesson 2		6. Topic: Caring for our world and community Ten: Ten: Me, you, us		8. Topic: Money Ten: Ten: Money doesn't grow on trees		
3. Topic: Self care, dressing and hygiene Kapow: Managing self: Lesson 3		6. Topic: Resilience Kapow: Taking on challenges: Lesson 6		9. Topic: Online safety: Using devices Ten: Ten: What is the internet?		3. Topic: Self regulation Kapow: My feelings: Lesson 3		6. Topic: Sharing Kapow: Building relationships: Lesson 2		7. Topic: What makes a good friend? Kapow: Building relationships: Lesson 3		3. Topic: People who help us. Ten: Ten: People who help us		4. Topic: Created to live in community Ten: Ten: God is love				



St. Joseph's Catholic Primary School



PHSE & RHE Overview

EYFS – Cycle B	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Health and Wellbeing						Relationships						Living in the Wider World					
	Healthy lifestyles		Ourselves, growing and changing		Keeping safe		Feelings & Emotions		Healthy Relationships		Valuing difference		British Values		Environment		Money	
	1. Topic: Healthy lifestyle decisions Ten: Ten: Ready Teddy		4. Topic: Handmade with love Ten: Ten: Handmade with love		8.Topic: My body and keeping it safe Ten: Ten: Heads, Shoulders, Knees and Toes		1. Topic: Naming emotions Ten: Ten: All the feelings		4.Topic: People I trust Ten: Ten: Who's who		7. Topic: My interests Kapow: Building relationships: Lesson 5		1. Topic: Diversity – Similarities and difference Kapow: Special relationships: Lesson 6		4. Topic: Created to live in community Ten: Ten: Loving God, loving others		6. Topic: When I grow up Ten: Ten: When I grow up	
2. Topic: Eating healthily Kapow: Managing self: Lesson 5		5. Topic: I am special Ten: Ten: I am me		9.Topic: Pants are private Ten: Ten: My body rules		2. Topic: Actions have consequences Ten: Ten: Let's get real		5. Topic: Positive and negative relationships Ten: Ten: You've got a friend in me		8. Topic: Similarities and differences Kapow: Building relationships: Lesson 6		2. Topic: People who help us. Ten: Ten: People who help us		5. Topic: Caring for our world and community Ten: Ten: Me, you, us		7. Topic: Money Ten: Ten: Money doesn't grow on trees		
3. Topic: Being a safe pedestrian Kapow: Managing self: Lesson 4		6. Topic: We all have differences Ten: Ten: I like, you like, we all like		10.Topic: Online safety Ten: Ten: Playing Online		3. Topic: Self regulation Kapow: My feelings: Lesson 3		6. Topic: Forgiveness and saying sorry Ten: Ten: Forever Friends				3. Topic: Created to live in community Ten: Ten: God is love						
		7. Topic: The changes as we grow up Ten: Ten: Growing Up		11. Topic: Medicine and Drugs Ten: Ten: Feeling Poorly														



PHSE & RHE Overview

KS1- Cycle A	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Health and Wellbeing						Relationships						Living in the Wider World					
	Healthy lifestyles		Ourselves, growing and changing		Keeping safe		Feelings & Emotions		Healthy Relationships		Valuing difference		British Values		Environment		Money	
	1. Topic: Keeping healthy Kapow (1) H&W lesson 8- People who help us to stay healthy		4. Topic: What makes you special? Ten: Ten: I am unique		8. Topic: Talking to adults Kapow (1) S&CB Understanding how to talk to adults		1. Topic: Know that we all have different feelings Ten Ten: feeling inside out		3.Topic: To know what is appropriate and inappropriate physical contact K lesson 5 S&CB appropriate contact		6. Topic: Similarities and differences Kapow (1) lesson 4 Similar, yet different		1.Topic: Rules Ten: Ten: Rules to help us		4. Topic: Our environment Kapow (2) C lesson 2 Our school environment		6. Topic: Money Kapow (1) EW Lesson 1 What is money?	
2. Topic: The importance of sleep Kapow (1) H&W Lesson 4 (1)- Ready for bed		5. Topic: the importance of self-respect Kapow (1) H&W What am I like?		9. Topic: How to keep myself safe if I get lost? Kapow (1) S&CB. Getting lost		2. Topic: To know how to manage big feelings Ten: Ten: Super Suzie gets angry		4. Topic: Know what are good and bad secrets Ten: Ten: Good & Bad secrets		7. Topic: Gender stereotypes Ten: Who will I be?		2.Topic: We all belong Kapow (1) C Lesson 5 Belonging		5. Topic: Our community Kapow: (2) C Lesson 3 Our local environment		7. Topic: What do we need and what do we want? Needs and wants Ten: Ten		
3. Topic: Personal hygiene Kapow (1) H&W lesson 5- hand washing and personal hygiene		6. Topic: Understanding emotions Kapow (1) H&W. Understanding my emotions		10.Topic: Accident prevention Ten: Can you help me?				5. Topic: We have private areas of our body Physical contact NSPCC pants are private				3.Topic: Protected characteristics To know that there are 9 protected characteristics				8. Topic: How to be money smart Kapow (1) EW Lesson 2 keeping money safe		
		7. Topic: Understanding other people's emotions Kapow (1) F & R		11. Topic: Know how to stay safe Ten: Ten: Harmful substances				Ten: Ten: Physical Contact										
				12. Topic: Online safety Ten: Ten: Real life online														



PHSE & RHE Overview

KS1- Cycle B	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Health and Wellbeing						Relationships						Living in the Wider World					
	Healthy lifestyles		Ourselves, growing and changing		Keeping safe		Feelings & Emotions		Healthy Relationships		Valuing difference		British Values		Environment		Money	
	1.Topic: Physical exercise Kapow (2) H&W lesson 2 Keeping active 2.Topic: Health goals Kapow (2) H &W Lesson 4 Steps to success 3.Topic: Healthy bodies Ten Ten: Clean and healthy- my body 4.Topic: Health and nutrition Kapow (2) lesson 5.Topic: Healthy teeth Kapow lesson 7- healthy teeth		6. Topic: Girls & Boys Ten: Ten: correct terminology for body parts and genitalia 7. Topic: Life cycle of a human Ten: Ten: The cycle of life to know the life cycle of a human 8. Topic: Beginnings & endings Ten: Ten: beginnings and endings to know that we change from young to old 9. Topic: Changes Ten: Ten: Change is all around us to know that changes are something we all experience		10. Topic: My private parts Kapow (2) S&CB Pants are private- my private parts 11. Topic: Online safety Ten: Ten: Real life online 12. Topic: First aid Ten: Ten: Can you help me? To know basic first aid 13. What to do if I get lost Kapow (1/2 cycle B) What to do if I get lost		1.Topic: It's cool to be kind Ten: Ten: treat others well to recognise appropriate and inappropriate behaviour 2.Topic: To recognise unkind behaviours Ten Ten: and say sorry 3.Topic: Appropriate contact Kapow Safety lesson 6 respecting personal boundaries		4. Topic: People who care for us Ten: Ten: special people to recognise people who care for us 5. Topic: Change and loss Kapow (2) F& R Change and Loss 6. Topic: Our community relationships Ten: Ten: Communities we live in		8. Topic: Diversity World Autism awareness day 9. Topic: the needs of others Kapow (2) C: Lesson 3 The needs of others		1. Topic: Animal rights Kapow (1) C- Lesson 2 Caring for animals 2. Topic: the school council Kapow (2) C lesson 6 school council 3. Topic: Democracy Kapow (1/2, cycle B) Lesson 5 democratic decisions		4. Topic: Job roles in our local community Kapow (2) C lesson 4.		5. Topic: Where does money come from? Kapow EW (2) Lesson 1. Money 6. Topic: Exploring our needs Kapow EW (2) Lesson 2 Needs 7. Topic: Exploring our wants Kapow EW (2) Lesson 3 wants 8. Topic: Saving and spending Kapow (1) EW. Lesson 4- Saving and Spending	



PHSE & RHE Overview

LKS2- Cycle A	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Health and Wellbeing						Relationships						Living in the Wider World					
	Healthy lifestyles		Ourselves, growing and changing		Keeping safe		Feelings & Emotions		Healthy Relationships		Valuing difference		British Values		Environment		Money	
	1. Topic: Respecting our bodies Ten: Ten Respecting our bodies to know how to respect our bodies through what we eat, wear and do		4. Topic: Understanding feelings Ten: Ten: What am I feeling? 5. Topic: Communication Kapow (3) lesson 4- effective communication. 6. Topic: Sharing my feelings Kapow (3) H&W lesson 6 Communicating my feelings 7. Topic: How diet can affect our teeth Kapow (3) lesson 7 Diet and Dental		8. Topic: Cyberbullying Kapow (3) S&CB Lesson 4 cyberbullying 9. It's cool to be kind online Kapow (3) Safety lesson 3 Be kind online 10. Topic: Understanding the online world Ten: Ten: Real life online 11. Topic: First aid Ten: Ten: Can you help me? To know basic first aid 12. Topic: Responding to Emergencies Lesson 1 first aid and calling for help		1. Topic: Feelings and actions are different things Ten: Ten: I am thankful 2. Topic: Feelings and emotions can change. Ten Ten: When things feel bad 3. Topic: Similarities and differences between people arise as they grow. Ten Ten: We don't have to be the same		4. Topic: To know strategies I can use if relationships become difficult Ten: Ten friends, family and others 5. Topic: Recognising unsafe and unhealthy relationships in person and online Ten: ten: When things feel bad online 6. Kapow (3) F&R lesson 2 friendship conflict 7. Topic: Bullying Kapow lesson 3: Conflict vs bullying		8. Topic Respecting differences Kapow (3) F&R lesson 6 respecting differences in others. 10. Topic: Positive relationships with others Ten: ten: how do I love others		1. Topic: Rights and responsibilities Ten: ten: rights and responsibilities 2. Topic: Children's rights Kapow (3/4) C lesson 1 Rights of the child. 3. Topic: Rights and responsibilities Kapow (3) lesson 2 rights and responsibilities. 4. Topic: Human rights Kapow (4) C lesson 1 human rights		5. Topic: Recycling Kapow (3) lesson 3 recycling 6. Topic: Community groups who look after the environment Kapow (3/4) lesson 2 Cycle B local community groups.		7. Topic: The emotional impact of money K (3/4) lesson 3 lesson 3- money and emotions 8. Topic: How to budget. Kapow (3/4) lesson 2- budgets 9. Topic: Introduction to jobs and careers Kapow (3/4) lesson 4 jobs and careers	



PHSE & RHE Overview

LKS2- Cycle B	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Health and Wellbeing						Relationships						Living in the Wider World					
	Healthy lifestyles		Ourselves, growing and changing		Keeping safe		Feelings & Emotions		Healthy Relationships		Valuing difference		British Values		Environment		Money	
	1. Topic: Personal hygiene Kapow (3/4) H&W lesson 1 My health diary 2. Topic: learning about relaxation Kapow (3/4) lesson 3 relaxation and stretches 3. Topic: Asthma Kapow (3/4) lesson 5 first aid- asthma		4. Topic: understanding puberty Ten Ten: what is puberty? 6. Topic: Understanding how our bodies change and develop Ten ten: Changing bodies 7. Topic: Safety Kapow (3/4) lesson 8		8. Topic: The difference between friendship issues and bullying Kapow (3/4) lesson 2 friendship issues and bullying 9. Topic: the dangers of alcohol and tobacco Ten: drugs alcohol and tobacco 10. Topic: Online safety and talking to people online Ten: Ten: chatting online 11. Topic: Bystander effect in bullying Kapow (3/4) lesson 3 cycle A. The effects of bullying and the responsibility of the bystander.		1. Topic: To understand how emotions change as they grow up Ten: ten: What am I feeling? 2. Worries circle time Key text- the huge bag of worries book 3. Topic: To understand death and grief Ten: Ten: a time for everything.		4. Topic: healthy families Kapow (3/4 cycle B) lesson 3 healthy families 5. Topic: Understanding my behaviour Kapow (3/4) lesson 6 How many behaviour affects others 6. Topic: Respect and manners Kapow F&R Lesson 8- courtesy and manners 7. Topic: Unhealthy relationships Ten: Ten: When things feel bad		8. Topic: To recognise fake reality in the media Ten: what am I looking at? 9. Topic: Stereotyping- gender Kapow F&R cycle B lesson 4 lesson 4 stereotyping gender 10. Topic: Stereotyping Age and disability K(3/4) cycle A lesson 5- Stereotyping age and disability		1. Topic: local council Kapow (3/4) cycle A lesson 3 local council & democracy 2. Topic: Diverse communities K (3/4) cycle B lesson 4 diverse communities 3. Topic: What is a charity? Kapow (3/4) cycle B lesson 6 charity		5. Topic: Recycling & reusing Kapow (3/4) cycle A lesson 1 recycling and reusing 6. Topic: Contributing to the community. Kapow (4) citizenship lesson 4- contributing by litter picking		7. Topic: How to budget. Kapow (3/4) cycle B economic lesson 2 Budgeting 8. Topic: What jobs and careers are there? Kapow (3/4) cycle B economic lesson 4 jobs and careers 9. Topic: What jobs would suit me? Kapow(3/4) cycle B economic lesson 5 jobs for me 10. Topic: Why does money matter? Ten: Ten: Money matters	



PHSE & RHE Overview



UKS2- Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Health and Wellbeing				Relationships				Living in the Wider World			
	Healthy lifestyles	Ourselves, growing and changing	Keeping safe	Feelings & Emotions	Healthy Relationships	Valuing difference	British Values	Environment	Money			
	1. Topic: Being safe in the sun Kapow (5/6) cycle A lesson 7- Sun safety 2. Topic: What do healthy meals consist of? Kapow 5/6 cycle A lesson 6 Healthy meals 3. Topic: What are good and bad habits for our health? Kapow (5/6- cycle A) lesson 8 good and bad habits	5. Topic: Puberty Ten Ten: what is puberty? 6. Topic: How do our bodies change as we grow and develop? Ten ten: Changing bodies 7. Topic: Respecting myself Kapow (5/6) cycle A lesson 2 Respecting myself. 8. Topic: Why is rest important for our bodies? Kapow (5/6) cycle A lesson 2 The importance of rest.	9. Topic: E-Safety sharing online Ten: Ten: Sharing isn't always caring. 10. Topic: E-safety cyberbullying Ten: Ten: Cyberbullying. 11. Topic: Abuse Ten: Ten: Types of abuse 12. Topic: the effects of drugs, alcohol and tobacco on our bodies Ten: Ten: impacted lifestyles. 13. Topic: Emergency help Ten: Ten: Giving assistance.	1. Topic: To know what peer pressure is and to recognise pressure from other people Ten: Ten: under pressure. 2. Topic: To know how to explain and demonstrate your own personal boundaries Ten: Ten: Do you want a piece of cake? 3. Topic: Thoughts and feelings and how they impact wellbeing Ten: Ten: Self-talk.	4. Topic: Consent. NSPPC 5. Topic: What does a good friend do? Kapow (5/6) cycle A lesson 2- What makes a good friend? 6. Topic: Setting rules and signposting. Kapow (3/4) lesson 1. 7. Topic: Respect. Kapow (5/6) cycle A lesson 3- respect.	8. Topic: Prejudice and discrimination. Kapow (5/6) cycle A lesson 2- prejudice and discrimination explained.	1. Topic: the law Kapow (5/6) cycle A lesson 1 Breaking the law. 2. Topic: Rights and responsibilities Kapow (5/6) lesson 5 3. Topic: Parliament and national democracy Kapow (5/6) cycle A lesson 6	4. Topic: To know how to share God's love with the world Ten: Ten: The Holy Trinity. 5. Topic: Protecting the planet Kapow (5/6) lesson 3 cycle A	6. Topic: Income and expenditure Kapow (5/6) cycle A lesson 2 7. Topic: Prioritising spending Kapow (5/6) cycle A lesson 3 8. Topic: Risks with money Kapow (5/6) lesson 4.			



St. Joseph's Catholic Primary School

PHSE & RHE Overview



UKS2- Cycle B	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Health and Wellbeing			Relationships		Living in the Wider World			
	Healthy lifestyles	Ourselves, growing and changing	Keeping safe	Feelings & Emotions	Healthy Relationships	Valuing difference	British Values	Environment	Money
	1.Topic: Physical health concerns Kapow (5/6) cycle B lesson 7 2. Topic: The impact of technology on health Kapow (5/6) lesson 4 cycle B 3. Topic: How to relax my body and mind Kapow (5/6) cycle B lesson 1- relaxation and mindfulness 4. Topic: My health, my choices Kapow (5/6) cycle B lesson 3- taking responsibility for my own health.	5. Topic: My Value Ten: Ten: Gifts and talents 6. Topic: Body Changes Ten: Ten- girls' bodies 7. Topic Body Changes Ten: ten-boys' bodies. 8. Topic: To know we need rest, sleep, exercise and good personal hygiene as we grow and develop Ten: ten: Spots and sleep.	9. Topic: The dangers of social media Kapow (5/6) lesson 2- social media 10. Topic: Critical digital consumers Kapow (5/6) lesson 1 11. Topic: Online friendships Kapow (5/6) lesson 1 cycle A 11. Topic: Staying safe online Kapow (5/6) lesson 2.	1.Topic: What tools can I use for my own wellbeing Kapow (5/6) lesson 5 cycle B resilience toolbox 2.Topic: There's hope beyond death Ten: Ten: Hope beyond death 3. Positive perspective on body image Ten: Ten: Body image 4. Topic: Peculiar feelings Ten: ten: Know how to deal with peculiar feelings. 5. Topic: Emotional changes Ten: Ten.	6. Topic: Friendship skills Kapow (5/6) lesson 2 cycle B 7. Topic: How do I resolve conflicts well? Kapow (5/6) lesson 4 resolving conflicts 8. Topic: Having a baby Ten: Ten: Making babies 9. Topic: menstruation Ten: Ten.	10. Topic: Valuing diversity Kapow- lesson 2 cycle B 11. Topic: Caring for others Kapow- lesson 4 cycle B 12. Topic: Pressure groups Kapow lesson 1	1.Topic: Rights and responsibilities Kapow (5/6) lesson 5 2. Topic: Everyone should be treated fairly Ten: Ten: Build others up.	3. Topic: Food choices and the environment Kapow (5/6) lesson 3 4. Topic: To understand Catholic Social teaching Ten: Ten: Catholic Social Teaching.	5. Topic: Attitudes to money Kapow lesson 4. 6. Topics: Stereotypes in the workplace Kapow lesson 3.