



Our Lady's
Catholic Primary School

Relationship, Sex and Health Education Policy (RSHE)

'Loving, Learning and Reaching out to All'

Chair of Governors	Mrs A Houghton
Headteacher	Mrs A Sutton
Date adopted: November 2024	Review Date: November 2025



Rationale

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

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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 a 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/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centered on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education RSHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Aim

Our Lady's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission. The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today’s world.



Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Journey In Love' 2020 we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the Statutory curriculum intent will be met through our: Come and See/ RED (Religious Education); Science; PSHE curriculum and Physical Education.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Our Lady's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At Our Lady's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A.

The statutory guidance from the Department for Education Equality Act 2010.



Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – by RE Lead in collaboration with PSHE Subject Lead
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser/schools' officers were invited to comment about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

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

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

Curriculum

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

After consultation with parents, Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey in Love' 2020. This includes *sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to



ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted the PSHE Association Primary Scheme of Work and Primary toolkit.

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

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education. Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

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

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

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

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

Equal Opportunities

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

Roles and Responsibility

The Governing Body

The governing body will approve the RSHE policy and hold the Headteacher to account for its



implementation.

The Headteacher

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

Staff

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

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Pupils

Pupils are expected to engage fully in RSHE, and when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within 'Journey in Love', the Archdiocesan recommended resource. Requests for withdrawal should be made in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action.

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

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.



Monitoring arrangements

The delivery of RSHE is monitored by the RE Lead, by undertaking learning walks, staff and pupil consultations, work scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems. This policy will be agreed annually by the governors and reviewed every three years.

Resources

The PSHE Association www.pshe-association.org.uk

Early Years Foundation Stage

Journey in Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage One

Journey in Love 2020

Key Stage Two

Journey in Love 2020

CEOP – National Crime Agency Command

www.thinkuknow.co.uk



Appendix 1

Primary Relationships Education- Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	Journey in Love
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	EYFS- RE – Marvellous Me UKS2 - RE - Loving topic KS1 RSE & RE - Belonging & families
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	EYFS - RSE Social, RE - Marvellous Me, Other Faiths, Come outside, PSED KS1 RE - Other faiths LKS2 RE -Other Faiths LKS2 - English - 'The Journey'
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	EYFS - PSED UKS2 - Journey in Love Year 4 - Journey in Love
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	UKS2- RE - Life Choices
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	EYFS – Ticket to Ride KS1 - PSHE LKS2 - PHSE



Appendix 2

From September 2024, the introduction of the new Religious Education Directory will be implemented, starting with EYFS and Year One. This will gradually be updated throughout the year and will form part of the RSHE policy.

EYFS		
	Nursery	Reception
BRANCH 1 CREATION AND COVENANT	God made me. God loves me. God loves everyone. God made the wonderful world. Look after me. Look after God's world.	God created the world and said, "Indeed it is very good" (Genesis 1:31) God is love. God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job! We enter God's family the Church through Baptism. Care and love for self, family, others and God's world. God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too.
BRANCH 2 PROPHECY AND PROMISE	Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.	Various cultures celebrate Jesus' birthday in different ways. All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God.
BRANCH 3 GALILEE TO JERUSALEM	Jesus welcomes the little children. Show love to everyone like Jesus.	Jesus blesses the little children Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone. We welcome and show love to everyone in our words and actions as Jesus does.



		<p>We are called to help the poor and hungry. You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you.</p> <p>So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people.</p>
BRANCH 4 DESERT TO GARDEN	<p>Lent is a time to care for others. Love God and love everyone (Great commandment) ...</p> <p>Caring for others in Lent.</p> <p>The Church uses Purple and Ashes as signs of Lent and being sorry.</p>	<p>Care for others.</p> <p>Various cultures celebrate Lent and Easter in different ways:</p> <p>Trying to help others by what we do in Lent.</p> <p>Every single person on earth needs these things: food, water, work, clothes, a home, a school, and a doctor.</p> <p>Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others.</p> <p>Jesus wants us to take care of this.</p>
BRANCH 5 TO THE ENDS OF THE EARTH	<p>The Holy Spirit is our friend. The Holy Spirit looks after us.</p> <p>The parish church is a special place where we meet our friends.</p> <p>We sing and say prayers, especially on Sunday.</p>	<p>The Good News of Jesus lived out by the early Christian community.</p> <p>Sunday is a special day for the Church to celebrate. The parish church and the parish family meet there to celebrate.</p> <p>Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too.</p> <p>We need each other.</p> <p>All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands!</p> <p>We can be very different from each other, but we are still one family—God's family.</p>
BRANCH 6 ENCOUNTER AND DIALOGUE	<p>The first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences.</p> <p>Opportunities will happen across the year, not only in the summer term alongside a broad sensory curriculum where children learn about the music, food, smells,</p>	



tastes, and types of clothing worn to enrich their understanding of different religious and cultural traditions.

Visitors to the school - create spaces for children to talk about their beliefs and religious practices with each other and begin to understand what it means to be a good neighbour.

Children should have opportunities to speak about their experiences and understandings of religion and spirituality in a local context as part of the community they encounter each day.

In the same way that children learn respect for Christianity, through respectful sitting during prayer and liturgy, careful handling of religious artefacts, and thoughtful learning, they should foster attitudes of respect for other people's spiritual and cultural traditions.



Appendix 3

Come and See and Relationship and Sex Education

Y2-Y6



Introduction

The following is intended as a guide for linking Relationship and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

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

YEAR TWO		
BEGINNINGS	God is present in every beginning	<ul style="list-style-type: none">• How you feel when you begin anything new• Why some beginnings are easy and some are difficult• How we begin our day• How each day is a new beginning?• God cares for everyone.• God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	<ul style="list-style-type: none">• The meaning and importance of some symbols in life.• The power of symbols to convey meaning• Some of the signs and symbols in daily life



PREPARING	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> • Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times? • What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	<ul style="list-style-type: none"> • The importance of books in our lives. • The need for books • How books can help us
THANKSGIVING	Mass, a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> • How you feel when you thank others • How you feel when you are thanked • Why we thank God our Father • How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> • How each day offers opportunities for good • What helps a person choose well • The opportunity of Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> • The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus • How the Holy Spirit helps Christians • Jesus has promised us new life
RULES	Reasons for rules in the Christian family	<ul style="list-style-type: none"> • The importance for ourselves and others of keeping rules. • How rules are necessary in life • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others • The good feeling when people make up • The difference between doing something accidentally and on purpose. • The importance and helpfulness of examining your conscience every day. • A sorry prayer
TREASURES	God's treasure; the world	<ul style="list-style-type: none"> • What we treasure • What treasures do we share? • We are God's treasure • How we thank God for the treasures of our world • How we should treat the treasures of this earth



YEAR THREE		
HOMES	God's vision for every family	<ul style="list-style-type: none"> • What makes a house a home • What makes home a special place for you • Why is family important • The respect of parents and children for one another • What do you like to do at home, on your own and as a family • What do people do for you at home, that makes you feel special • What is sometimes difficult about sharing and being part of a group at home • God's dream for every family • God is always there
PROMISES	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> • What is good about being in a group • Why we have rules • What is good about being in a group • The importance of making promises • How some promises are more difficult to keep than others • The link between the promises made the consequences of actions following the promise. • The role of parents and godparents in bringing up the child in the Faith • What it means to live a child of the Light
VISITORS	The coming of Jesus	<ul style="list-style-type: none"> • How we welcome visitors • How we feel as a visitor • The importance of preparing for visitors. • The joys and demands of visitors
JOURNEYS	Christian family's journey with Jesus	<ul style="list-style-type: none"> • Each year has its special times and seasons • Life is a journey • Who is with you on the journey • What makes it good • difficulties times in the life's journey • What/who helps • How we help one another on the journey
LISTENING & SHARING	Jesus gives himself to us in a special	<ul style="list-style-type: none"> • The cost of sharing • The joys of sharing



	way	<ul style="list-style-type: none"> • The importance of listening well and sharing. • The joys and difficulties of listening and sharing • How feelings affect our own and others desire to listen and to share.
GIVING ALL	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> • Why people are brave and give themselves to others • The demands of total giving in terms of time and giving up something you what to do • How people give themselves to others • Those in need and how we might help them. • Lent an opportunity for giving, growing in goodness. • Jesus' total giving
ENERGY	Gifts of the Holy Spirit	<ul style="list-style-type: none"> • The energy of wind and of fire. • The best use of power of wind and fire • The inspiration of the Holy Spirit • The power and energy of the Holy Spirit • The prayer to the Holy Spirit • The gifts of the Holy Spirit • Christians can use the gifts of the Holy Spirit to help others.
CHOICES	The importance of examination of conscience	<ul style="list-style-type: none"> • The meaning of choice and consequence • The importance of making good choices • What helps in making good choices • Consequences of choices • What it means to examine your conscience • How God is always forgiving
SPECIAL PLACES	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> • How places become special? • What makes a place special? • Special places for you and your family? • Why is our heart a special place? • Keeping our world a special place? • Why do Christians want to keep the world a special place?

YEAR FOUR		
PEOPLE	The family of God in Scripture	<ul style="list-style-type: none"> • The importance of families • Family relationships • Respect for those who gave us life.
CALLED	Confirmation a time	<ul style="list-style-type: none"> • Our response to being chosen



	to renew baptismal promises	<ul style="list-style-type: none"> • What it feels like to be chosen • Why it is difficult to make a response in some situations • Giving up something else when you are chosen. • What help do you need to choose • The work of the Holy Spirit in our lives • The work of the Holy Spirit in the lives of Christians • What it is to live in the light of Christ • The commitment of people who respond to the call of God
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> • What you value most about the gift of friendship • What you offer others in your friendship • Why the gift of love and friendship is important • The joys and demands of friendship • The commitment required by the gift of love and friendship.
COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> • The meaning of <i>community</i> • The advantages of being part of a <i>community</i>? • What helps to build up <i>community</i> • The demands of being part of a community? • Why people give time and service in helping others in their community • The causes of a breakdown of a <i>community</i> • How the parish community celebrates together and supports one another
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> • Your experience of giving and receiving. • The importance of giving and receiving? • The joys and demands of giving and receiving? • Why it is important to live in communion • Ways in which we live and grow in communion. • How the Eucharist challenges and enables living and growing in communion?
SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> • The experience of giving up something and be very disciplined for a good reason. • How to be self-disciplined



		<ul style="list-style-type: none"> • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	<ul style="list-style-type: none"> • What you do when life is difficult • The experience of good news bringing life and happiness. • How the power of the Holy Spirit helps Christians today

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



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



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

YEAR SIX		
LOVING	God who never stops loving	<ul style="list-style-type: none"> • What unconditional love means • How love is shown • How you are loved and cared for • What members of your family do for each other • How you show love to others



		<ul style="list-style-type: none"> • How people have inspired and influenced you to show unconditional love to others • What it means to be truly loving • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving? • The scripture text that demonstrate God's unconditional love for everyone even when times are hard. • The challenge these passages present to Christians. • The Beatitudes and their meaning for today. • God's unconditional love and what this means. • By living in God's way, as Jesus showed us, we can grow in love.
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<ul style="list-style-type: none"> • What it means to be committed? • Why people are committed? • The implications of lack of commitment • Whom shows commitment • How commitment affects the level of job satisfaction • Responding to the call of Jesus • Our mission in living out our baptismal vows
EXPECTATIONS	Jesus born to show God to the world	<ul style="list-style-type: none"> • The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down? • Patience is important in expectations • The difference between wishing and expecting. • The meaning of Advent
SOURCES	The Bible, the special book for the Church	<ul style="list-style-type: none"> • The kind of books which are the most helpful • Our lives are enriched by books. • The wonder of books and how they take a person beyond themselves • The presence of God in the words of Scripture • The care and reverence with which the Word of God is treated
UNITY	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> • Why friendships are important • The most important value in friendship • What helps a friendship to flourish



		<ul style="list-style-type: none"> • The kinds of behaviour that break a friendship • Those affected when a friendship is broken • Mending broken friendships • Becoming one with Christ and one another in Holy Communion • The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> • The effect of loss in everyday life • The change it brought • What remained the same • What is the best way to cope with loss • How people cope with loss and death • How death brings new life • Lent, a time to remember the suffering and death of Jesus
WITNESSES	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> • When to be a witness • How to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses • The witness of a local charity,
HEALING	Sacrament of the Sick	<ul style="list-style-type: none"> • Showing compassion and care for those who are ill • Our attitude towards those people are ill in their minds • Helping, caring and understanding those with a learning disability. • What gives a person comfort when they are very ill • Why people give time and commitment to caring for others • Why we care for the sick • The Sacrament of Anointing brings comfort to those who are sick • The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	<ul style="list-style-type: none"> • How we build a fair and just world • The difference between fairness and justice, unfairness and injustice • Helping to promote the dignity and common good of one another • Beatitudes; a guide from Jesus about how to live life.



		<ul style="list-style-type: none"> • The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good • Catholic Social Teaching
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Appendix 4

Statutory Science Curriculum

Early Years Foundation Stage

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

In Key Stage 1 children learn:

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

In Key Stage 2 children learn:

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

