

Relationships, Health and Sex Education (RHSE) Policy

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1. Context

“Any behaviour which undermines someone’s dignity is completely unacceptable and must be challenged in the context of a Christian community, which seeks to model God’s love and the values of His Kingdom.” (Pope Benedict)¹

In LWCET schools, children will be taught that everyone has an inherent dignity because we are made in the image and likeness of God. There is an expectation that space is made in the curriculum for RHSE as ‘we never stop learning how to love.’ (Learning to Love; 2017; Bishop’s Conference).

The LWCET RHSE Policy is based upon a policy which was originally developed in 2020 by the Little Way Partnership, after online consultation (during the covid-pandemic) with parents. This consultation was informed by guidance produced by Ten:Ten Resources². At the time, the approach was recognised as exemplary practice by the Department for Education (DFE).

LWCET has since revisited and revised the policy to ensure it remains current and relevant. This has included reviewing the RHSE curriculum content and consulting with parents, pupils, Local Governance Committees (LGCs) and Clifton Diocesan Advisers.

2. Responding to DfE Guidance

The DfE published revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in July 2025, for introduction from 1 September 2026. LWCET schools will have regard to this guidance alongside the Education Act 2002, the Education Act 1996, the Children and Social Work Act 2017, the Equality Act 2010, Catholic Education Service guidance, diocesan guidance and the Trust’s Catholic mission and ethos.

Within the context of this statutory guidance, and within the Catholic understanding of the dignity of the human person, LWCET schools aim to:

3. *develop pupils’ knowledge and understanding of themselves as persons created and loved by God, appreciating what it means to be fully human and called to live in healthy relationships which are informed by conscience, virtue, respect, responsibility and the teaching of the Church;*
4. *teach the fundamental building blocks of healthy, respectful relationships, with particular reference to family relationships, friendships, relationships with other children and adults, online relationships, personal safety, health and wellbeing.*

The curriculum topics will therefore include the statutory primary areas of: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe; mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and the changing adolescent body. These will be taught through Life to the Full Plus, Religious Education, Science, Computing, PE, safeguarding education and the wider Catholic life of each school.

5. Statutory Curriculum Requirements and Definitions

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in maintained schools and academies. Primary schools are not required to teach sex education beyond the content required within the science

¹ Encyclical Letter: Caritas in Veritate, of the Supreme Pontiff, Benedict XVI , 29 June, 2009

curriculum, but may choose to teach age and developmentally appropriate sex education where this supports pupil wellbeing, safeguarding and preparation for the next stage of education.

For the purpose of this policy, Relationships Education means teaching about families, friendships, respectful relationships, online relationships and being safe. This is statutory and there is no parental right to withdraw from Relationships Education.

Health Education means teaching about physical health, mental wellbeing, internet safety and harms, puberty, menstrual wellbeing, healthy lifestyles, prevention, first aid and related health matters. This is statutory and there is no parental right to withdraw from Health Education.

Primary sex education beyond the science curriculum means any age and developmentally appropriate teaching about human reproduction or sexual intercourse which is not part of the science curriculum. Where this is taught, it will be clearly identified in the curriculum map and communicated to parents and carers in advance.

There is no right to withdraw from the science curriculum, including teaching about the main external parts of the body, life cycles, growth, puberty and related scientific content. Parents and carers may request withdrawal only from primary sex education that is taught outside the science curriculum.

6. Rationale

‘I have come that you might have life and have it to the full.’ John.10.10

Our approach to developing the Relationships, Health and Sex Education (RHSE) curriculum is informed by our belief in the unique dignity of the human person made in the image and likeness of God. More specifically, our approach to RHSE is rooted in the Catholic Church’s teaching about the human person and is 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 our Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflecting God’s beauty, and sharing in the divine creativity.

All lessons 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 a Christian understanding of what it means to be fully human.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, our RHSE curriculum will be firmly embedded in the PSHE framework, as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. Our RHSE curriculum will:

- Be centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for relationships as being developmental, while enabling the dangers and risks involved to be understood and appreciated.
- Emphasise the central importance of marriage and loving, secure and stable family life (in accordance with the Church’s moral teaching), while acknowledging that all pupils

have a fundamental right to have their life respected, whatever household they come from.

- Prepare all our pupils for life in modern Britain.

As Catholic schools, LWCET schools will teach Relationships, Health and Sex Education within a Catholic understanding of the human person. Teaching will uphold Catholic teaching on human dignity, love, family life, marriage, chastity, virtue and care for others, while also teaching factual information, safeguarding knowledge and the law in an age and developmentally appropriate way. Teaching will not undermine the Catholic character of the school, but will ensure that pupils understand that bullying, discrimination, harassment, sexual violence, sexual harassment or derogatory language towards any person or family is unacceptable.

7. Values and Virtues

LWCET schools will uphold Catholic values relating to the importance of stable relationships, marriage and family life. These are enshrined within the 'Life to the Full' scheme of work, which promotes faith, hope, love, wisdom, justice, fortitude, temperance and prudence.

LWCET schools will promote the virtues which are essential in responding to God's call to love others, respecting their dignity and the dignity of the human body.

8. Aims

LWCET's mission commits schools to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional). The RHSE curriculum is an integral part of this education. In achieving our mission, schools will endeavour to raise pupils' self-esteem, to help them to grow in knowledge and understanding, to recognise the value of all persons and to develop caring and sensitive attitudes. It is in this context that LWCET schools commit themselves to working in partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity of pupils, and is rooted in a Catholic vision of education and the human person.

9. Subject Content

There are three overarching aspects of the RHSE curriculum: attitudes and values; knowledge and understanding; and personal and social skills. These will be promoted through the LWCET ethos and culture of each school, through Religious Education, Science, Computing, PE, safeguarding education, whole-school pastoral practice and the specific RHSE curriculum. Further details relating to curriculum content and statutory coverage can be found in Appendix 1.

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, LWCET schools will ensure that pupils are offered a balanced programme which is fully compliant with legal and statutory requirements. The RHSE curriculum will teach factual information, including scientific facts and relevant legal knowledge, while helping pupils to understand the Catholic perspective, respect others, stay safe and healthy, and recognise their responsibilities towards themselves and others.

A variety of teaching strategies will be used in the delivery of RHSE, including reflective activities, class discussion, carefully structured questions, story, role-play, assessed activities which build on prior learning, and age-appropriate resources. Any resources, videos, films, visitors or supplementary materials will be reviewed in advance to ensure

they are age-appropriate, accessible, legally compliant, safeguarding-aware and consistent with the Catholic ethos of the Trust.

Life to the Full Plus will form the principal scheme of work. Schools may supplement this where necessary to ensure full coverage of the statutory guidance, local safeguarding priorities, pupil need, SEND accessibility, online safety and health education outcomes. Any supplementary material must be approved by the Headteacher or RSHE lead before use.

10. Objectives

In teaching relationships, health and sex education, LWCET schools aim 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;*
- *recognition and appreciation of their own sexual identity and that of others;*
- *celebration of the gift of life-long, self-giving love;*
- *recognition of the importance of marriage and family life;*
- *fidelity in mutually-supportive relationships.*

In teaching relationships, health and sex education, LWCET schools aim to develop the following personal and social skills:

- *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, both within relationships and when those 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 behaviour to minimise the risk to health and personal integrity.*

In teaching relationships, health and sex education, LWCET schools aim to develop the following knowledge and understanding:

- *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;*

11. Outcomes

The intended outcome of RHSE in LWCET schools is that pupils are equipped, in an age-appropriate way, to understand their God-given dignity, form healthy Gravissimum Educationmaking and respectful relationships, keep themselves and others safe,

understand the changes they will experience as they grow, seek help when needed, and make informed choices about their health, wellbeing and behaviour.

12. Inclusion and Adapted Learning

LWCET schools will ensure that the delivery of RHSE is accessible for all pupils and sensitive to different needs, abilities, levels of maturity and personal circumstances. High quality teaching that is differentiated, personalised and developmentally appropriate will be the starting point for all pupils, including pupils with SEND. Schools will be mindful that some pupils may be more vulnerable to exploitation, bullying, peer pressure or unsafe relationships and will adapt teaching accordingly.

RHSE will be taught in a way that does not subject pupils to discrimination. Lessons will, however, help children to understand the nature and consequences of discrimination, teasing, bullying, aggressive behaviour (including cyber-bullying) and discriminatory language. Pupils will learn how to respond to such behaviour and how to ask for help.

13. Equalities Legislation

LWCET will comply with its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. Schools will not unlawfully discriminate against pupils because of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Teaching will promote dignity, respect and the equal worth of every person, while remaining rooted in the Catholic character of the Trust. Pupils will learn that families and relationships may look different and that all pupils and families must be treated with dignity and respect. Content relating to protected characteristics will be taught sensitively, age-appropriately and as part of the wider programme rather than as a detached or standalone topic.

14. Controversial or Sensitive Issues

The RHSE curriculum will sometimes involve the discussion of sensitive or potentially controversial issues. This may include matters such as family structures, forms of conception, puberty, personal safety, online harm, sexual harassment, gender, identity and equality. Such matters will be handled carefully, sensitively, factually and in a way that reflects the age, maturity, needs and circumstances of pupils. Teaching will be rooted in Catholic principles, will protect pupils from harm and exploitation, and will reflect the law as it applies to relationships, equality, safeguarding and personal safety.

There may be occasions when it would not be appropriate for teachers to answer questions or discuss matters during class time. For example, where a matter is of a personal nature, where a disclosure is made or where comments are deliberately controversial.

Teachers will not be expected to answer questions which are inappropriate for the age or maturity of pupils, which stray into personal advice, or which create a safeguarding concern. Where appropriate, pupils will be signposted to parents/carers, trusted adults, pastoral support or safeguarding staff.

15. Supporting Pupils Who Are At Risk

Teachers need to create a safe and secure environment in which RHSE takes place. Effective RHSE teaching will provide opportunities for discussion of what is and is not appropriate in relationships. Teachers must be mindful of their safeguarding responsibilities and refer to the LWCET Safeguarding Policy if they are concerned about a pupil. If a pupil makes a disclosure in class, the teacher must immediately inform the designated senior member of staff with safeguarding responsibility.

Pupils will be taught that abuse, sexual violence, sexual harassment, coercive behaviour, bullying and discriminatory language are never acceptable and are never the fault of the child who experiences them. Pupils will be taught where and how to seek help, including how to keep trying until they are heard.

16. Confidentiality and Advice

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in RHSE. As part of the school's pastoral support, teachers will always help pupils facing personal difficulties. However, in line with LWCET's Safeguarding Policy, teachers will explain to pupils that they cannot offer confidentiality in matters which they consider to be a safeguarding concern. For more information about how to manage a safeguarding concern, please see LWCET's safeguarding policy.

Staff must not promise confidentiality where a pupil discloses information that indicates they, or another child, may be at risk of harm. Any safeguarding concern arising during RHSE will be managed in line with the Trust Safeguarding and Child Protection Policy and local safeguarding procedures.

LWCET is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. LWCET follow Gloucestershire Safeguarding Children's Executive Procedures. For more information go to www.gscb.org.uk.

17. Parents and Carers

LWCET schools recognise the importance of working in partnership with parents and carers as a child's first educators. As a Catholic Trust, LWCET schools provide one of the principal means by which the Church assists parents and carers in the education and formation of their children. Schools will consult parents and carers when developing and reviewing this policy, will make the policy available free of charge, and will provide clear information about what will be taught, when it will be taught, the resources used, and the limited circumstances in which a request for withdrawal may be made.

In addition, Ten:Ten Resources have developed a parent portal to help parents and carers to learn more about the RHSE curriculum and to support them in working alongside their child as they progress on their learning journey. LWCET schools will encourage parents and carers to review the resources used by the school so that they have confidence that the school's RHSE programme meets their child's needs.

18. Right to Withdraw

Parents and carers do not have the right to withdraw their child from Relationships Education, Health Education, safeguarding education, or content taught as part of the science curriculum, including learning about puberty and the changing adolescent body. Parents and carers may request that their child is withdrawn from any primary sex education taught outside the science curriculum. In primary schools, the Headteacher will automatically grant such a request, following a discussion with parents/carers to clarify the nature and purpose of the curriculum and to support the child's learning.

Where a pupil is withdrawn from primary sex education outside the science curriculum, the school will provide appropriate, purposeful alternative education during the period of withdrawal. The school will keep a written record of the request, the discussion with parents/carers and the arrangements made.

The publication, Relationship & Sex Education in Catholic Schools (Oct 2020), is helpful to refer to for parents who are concerned about teaching such aspects of RHSE in our schools.

19. Visitors and Guest Speakers

Outside agencies or guest speakers, such as health specialists, may be called upon to support with the development and delivery of certain aspects of the RHSE curriculum. Such visits will always complement the published programme of study and will never substitute or replace teacher-led sessions. Schools remain responsible for the content, quality, accessibility and safeguarding arrangements of any externally supported session.

LWCET schools will fully brief visitors regarding the school's expectations about any visit. Any visitor must adhere to the code of practice developed in line with CES guidance, Checklist for External Speakers to Schools, and Ten Ten's checklist for school visitors. Schools will review visitor credentials, lesson plans and materials in advance and agree confidentiality and safeguarding reporting arrangements before the session takes place.

Health professionals are required to follow all LWCET policies, minimising the potential for disclosures or inappropriate comments by using agreed ground rules and distancing techniques. LWCET schools will ensure that all teaching is rooted in Catholic principles and practice.

20. Roles and Responsibilities for implementation, monitoring & evaluation

LWCET Directors

- *Ratify the RHSE policy and ensure it reflects statutory requirements, Catholic ethos, diocesan guidance and Trust policy expectations.*
- *Ensure the RHSE policy is consistent with related policy documentation, safeguarding expectations, equality duties and the values and ethos of the Trust.*
- *Review composite outcomes and feedback to inform policy decisions in relation to the Trust-wide development of RHSE, including information available to parents and carers on curriculum content, resources, consultation arrangements and the right to request withdrawal from primary sex education outside the science curriculum.*

Local Governance Committees

- *Monitor and evaluate the impact of the RHSE curriculum on outcomes for all pupils in individual schools, including accessibility for pupils with SEND and the effectiveness of parent/carers communication.*
- *Make recommendations to the LWCET Directors about future RHSE Trust-wide policy*
- *Hold the Headteacher to account for the development and delivery of RHSE in the school, including compliance with statutory guidance, safeguarding, equality duties and Catholic ethos.*

Headteacher and RHSE co-ordinator

- *Ensure consistent implementation and application of the RHSE policy across the school, liaising with the LGC, parents and carers, the Diocesan Schools' Service, the Local Authority and other agencies, as appropriate.*
- *Develop and maintain the RHSE programme and statutory coverage map, ensuring proper and adequate coverage of Relationships Education, Health Education, relevant National Curriculum Science topics, online safety, safeguarding education and any clearly identified primary sex education beyond science.*
- *Monitor and evaluate the quality of provision and outcomes in RHSE, at least 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.

- *Ensure that RHSE is taught in accordance with the Catholic ethos of the Trust and its schools*
- *Support staff with curriculum delivery, disseminate relevant information and facilitate in-service training*
- *Ensure information relating to the RHSE curriculum, including the programme of study, resources and withdrawal arrangements, is available to parents and carers.*
- *Consult periodically with parents, carers, staff, pupils and governors to inform the development of policy and practice.*
- *Ensure that parents and carers understand that there is no right to withdraw from Relationships Education, Health Education, safeguarding education or science curriculum content, and that withdrawal may only be requested for primary sex education taught outside the science curriculum. Identify clearly, before delivery, any content which is primary sex education beyond the science curriculum and communicate this to parents and carers in advance.*
- *Familiarise themselves with the publications: Relationships & Sex Education in Catholic Schools (2020), Learning to Love (2017) and Intricately Woven by the Lord.*

All teaching and support staff

- *Familiarise themselves with the expectations of the RHSE policy*
- *Familiarise themselves with the publications: Relationships & Sex Education in Catholic Schools (2020) & Learning to Love (2017)*
- *Deliver the RHSE curriculum in line with this policy, the school's published curriculum map, safeguarding procedures, equality duties and the Catholic ethos of the Trust.*
- *Role model good, healthy and positive professional relationships with other staff, adults, parents and pupils*
- *Contribute to the development of pupils' personal and social skills through the delivery of the RHSE curriculum and actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of pupils. Refer any safeguarding concerns, disclosures or worries arising from RHSE lessons in line with the Trust Safeguarding and Child Protection Policy.*

21. Related Policies

- *Related policies include:*
- *Safeguarding and Child Protection Policy;*
- *Behaviour Policy; Anti-Bullying Policy;*
- *Online Safety Policy;*
- *SEND Policy;*
- *Equality Information and Objectives;*
- *Health and Safety Policy;*
- *Curriculum Policy;*
- *Catholic Life and Mission documentation;*

- *Complaints Policy;*
- *and any local school guidance relating to visitors, speakers and parental consultation.*

22. Appendix 1: Programme of Study and Statutory Coverage Map

The curriculum content is primarily delivered through Life to the Full Plus and is supplemented, where necessary, through Religious Education, Science, Computing, PE, safeguarding education and the wider curriculum. The table below shows how the statutory primary Relationships Education and Health Education areas are covered and clarifies the withdrawal position. Schools must keep their local year-group curriculum map under review and confirm which, if any, optional primary sex education content beyond science will be taught.

Statutory area	How LWCET covers this	Stage/year group	Withdrawal position
<i>Families and people who care for me</i>	<i>Life to the Full Plus: Personal Relationships; Religious Education; Catholic Life and Mission; pastoral curriculum. Includes dignity, love, security, stability, respect for different family circumstances and when/how to seek help.</i>	<i>EYFS-KS2</i>	<i>No withdrawal</i>
<i>Caring friendships</i>	<i>Life to the Full Plus: Personal Relationships; behaviour and anti-bullying curriculum. Includes healthy friendships, trust, kindness, managing conflict, repair and seeking help.</i>	<i>EYFS-KS2</i>	<i>No withdrawal</i>
<i>Respectful relationships</i>	<i>Life to the Full Plus: Personal Relationships and Keeping Safe; whole-school behaviour culture. Includes respect, manners, stereotypes, bullying including cyberbullying, boundaries and permission-seeking.</i>	<i>EYFS-KS2</i>	<i>No withdrawal</i>
<i>Online relationships</i>	<i>Life to the Full Plus: Life Online and Keeping Safe; Computing and online safety curriculum. Includes online behaviour, harmful content/contact, privacy, data sharing, reporting concerns and support.</i>	<i>KS1-KS2</i>	<i>No withdrawal</i>
<i>Being safe</i>	<i>Life to the Full Plus: Keeping Safe; safeguarding curriculum; pastoral support. Includes bodily privacy, safe/unsafe touch, secrets, trusted adults, reporting concerns and keeping trying until heard.</i>	<i>EYFS-KS2</i>	<i>No withdrawal</i>
<i>Mental wellbeing</i>	<i>Life to the Full Plus: Emotional Well-being; Thrive/Zones of Regulation/whole-school pastoral provision where used. Includes emotions, self-regulation, resilience, loneliness, bullying impact and where to seek help.</i>	<i>EYFS-KS2</i>	<i>No withdrawal</i>
<i>Internet safety and harms</i>	<i>Life to the Full Plus: Life Online and Keeping Safe; Computing and online safety curriculum. Includes screen time, online abuse, harmful content, age restrictions, targeted online information and reporting routes.</i>	<i>KS1-KS2</i>	<i>No withdrawal</i>

<i>Physical health, fitness, healthy eating, hygiene, sleep, dental health, prevention and allergies/vaccination</i>	<i>Life to the Full Plus: Me, My Body, My Health; Science, PE and wider health curriculum. Schools must supplement where needed to cover sun safety, allergies, immunisation/vaccination, dental flossing/check-ups and nutrition/calories.</i>	<i>EYFS-KS2</i>	<i>No withdrawal</i>
<i>Drugs, alcohol and tobacco</i>	<i>Life to the Full Plus: Keeping Safe and wider PSHE/Science curriculum. Includes harmful substances and associated risks, taught in an age-appropriate way.</i>	<i>KS2</i>	<i>No withdrawal</i>
<i>Basic first aid</i>	<i>Wider PSHE/health curriculum, assemblies, visitors where appropriate, and local provision. Includes calling emergency services and dealing with common injuries including head injuries.</i>	<i>KS2</i>	<i>No withdrawal</i>
<i>Changing adolescent body, puberty and menstruation</i>	<i>Life to the Full Plus: Me, My Body, My Health and Life Cycles; Science and Health Education. Includes physical and emotional changes, correct vocabulary, menstrual wellbeing and preparation before likely onset where possible.</i>	<i>Year 4- Year 6, adjusted to pupil need</i>	<i>No withdrawal</i>
<i>Human reproduction, pregnancy and life cycles within Science</i>	<i>Science curriculum and Life to the Full Plus: Life Cycles. Scientific content required by the science curriculum is not withdrawable.</i>	<i>LKS2-UKS2</i>	<i>No withdrawal where science curriculum content</i>
<i>Primary sex education beyond Science, if adopted</i>	<i>Optional content beyond the science curriculum, such as basic scientific facts about sexual intercourse, must be clearly identified, consulted on, communicated to parents/carers in advance and taught within Catholic ethos.</i>	<i>UKS2/Y6 only where adopted</i>	<i>Parents/carers may request withdrawal</i>

The existing Life to the Full Plus progression summary follows below and should be read alongside the statutory coverage map above.

23. Appendix Two – Life to the Full Curriculum

The curriculum content, '**Life to the Full**' is split into 3 Key modules:

- **Created and Loved by God:** Me, my body and my health; Emotional well-being and Life cycles
- **Created to love others:** Personal Relationships and Keeping Safe
- **Created to live in community:** Living in the wider world

By the end of **EYFS**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God!
	Me, My Body and My Health	We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Our bodies are good and made by God
	Emotional Well-Being	That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another A language to describe their feelings
	Life Cycles	That there are natural life stages from birth to death, and what these are important.
Created to Love Others	Religious Understanding	That we are part of God's family; Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us
	Personal Relationships	To identify 'special people' (our parents, carers, friends, teachers, TPs, parish priest, CAFAWs) and what makes them special; The importance of family and different family set-ups e.g. adoption; The importance of being close to and trusting special people and telling them if something is troubling us. How our behaviour affects other people;
		The characteristics of positive and negative relationships; That there are different types of teasing and that all bullying is wrong and unacceptable.

Created to Live in Community	Keeping Safe	To recognise when they have been unkind to others and say sorry. To recognise when people are causing harm to them and others and how to respond; To know that when we cause harm to others, we harm God also and should repair our relationship with Him as well; To know that we should forgive like Jesus forgives.
		Know about safe and unsafe situations, including online.
		The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;
		That they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers, CAFAWs and our parish priest. Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them.
		That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.
	Religious Understanding	What a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this, e.g. Jesus' teaching on who is my neighbour. No matter how small our offerings, they are valuable to God and He can use them for his glory.
	Living in the Wider World	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which they live.

By the end of **Key Stage One**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	<i>That we are created individually by God;</i> <i>That God wants us to talk to Him often through the day and treat Him as our best friend;</i> <i>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;</i> <i>That we are created as a unity of body, mind and spirit: who we are matters and what we do matters; That we can give thanks to God in different ways.</i>
	Me, My Body and My Health	<i>That we are unique, with individual gifts, talents and skills.</i>
		<i>That our bodies are good;</i> <i>The names of the parts of our bodies including the correct names for genitalia; That girls and boys have been created by God to be both similar and different.</i>
	Emotional Well-Being	<i>That it is natural for us to relate to and trust one another;</i> <i>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc.); That we can use language to describe our feelings</i>
		<i>That it is natural for us to relate to and trust one another;</i> <i>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). A language to describe our feelings.</i>
		<i>That feelings and actions are two different things, and that our good actions can 'form' our feelings and our character and vice versa.</i>
Created to Love Others	Life Cycles	<i>Simple strategies for managing feelings and for good behaviour;</i> <i>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</i>
	Religious Understanding	<i>That there are natural life stages from birth to death, and what these are.</i> <i>That we are part of God's family;</i> <i>That Jesus died on the cross so that we would be forgiven; that saying sorry is important and can mend friendships; That Jesus cared for others and had expectations of them and how they should act;</i> <i>That we should love other people in the same way God loves us.</i>

	Personal Relationships	<i>To identify 'special people' (our parents, carers, friends, teachers, TPs, parish priest, CAFAWs) and what makes them special; The importance of family and different family set-ups e.g. adoption; The importance of being close to and trusting special people and telling them if something is troubling us.</i>
		<i>How our behaviour affects other people; The characteristics of positive and negative relationships;</i>
		<i>That there are different types of teasing and that all bullying is wrong and unacceptable.</i>
		<i>To recognise when they have caused harm to others and seek to repair the harm caused; To recognise when people are causing harm to them and others and how to respond; To know that when we cause harm to others, we harm God also and should repair our relationship with Him as well; To know that we should forgive like Jesus forgives.</i>
	Keeping Safe	<i>Actively participate in activities such as 'Smartie the Penguin' story; Answer questions to know what is and isn't safe online; Whom they can go to to talk about anything they feel uncomfortable about, particularly online.</i>
		<i>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe.</i>
		<i>That they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers, CAFAWs and our parish priest.</i>
Created to Live in Community	Religious Understanding	<i>That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.</i>
		<i>What a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this, e.g. Jesus' teaching on who is my neighbour.</i>
	Living in the Wider World	<i>That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);</i>

By the end of **Lower Key Stage Two**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	<i>That we are created individually by God who is love, designed in His own image and likeness;</i> <i>That God made us with the desire to be loved and to love and ‘to make a difference’: each of us has a specific purpose (vocation); That every human life is precious from the beginning of life (conception) to natural death;</i> <i>That personal and communal prayer and worship are necessary ways of growing in our relationship with God; That in Baptism God makes us His adopted children and ‘receivers’ of His love;</i> <i>That it is important to make a nightly examination of conscience.</i>
		<i>That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</i>
	Me, My Body and My Health	<i>That similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community;</i> <i>That self-confidence arises from being loved by God (not status, etc.).</i>
		<i>That there is a need to respect and look after our bodies as a gift from God through what we wear, what we eat and what we physically do</i>
		<i>What the term puberty means;</i> <i>When we can expect puberty to take place;</i> <i>That puberty is part of God’s plan for our bodies.</i>
		<i>What changes will happen to boys during puberty; What changes will happen to girls during puberty.</i>
		<i>That emotions change as we grow up (including hormonal effects);</i> <i>To deepen our understanding of the range and intensity of our feelings; What ‘emotional well-being’ means;</i> <i>That positive actions help emotional well-being (beauty, art, etc. lift the spirit);</i> <i>That talking to trusted people (e.g. parents/carers/teacher/CAFAW/parish priest helps our emotional well-being).</i>
	Emotional Well-	<i>Recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</i>

	Being	That some behaviour is wrong, unacceptable, unhealthy and risky; That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
	Life Cycles	That we were individually made by God with the help of our parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fit into the cycle of life; That throughout our lives human beings act at three integrated levels: physical, psychological and spiritual.
Created to Love Others	Religious Understanding	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Personal Relationships	Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships need rebuilding; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;
		The difference between a group of friends and a 'clique'.
		Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; About harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
	Keeping Safe	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; To use technology safely; 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; How to report and get help if we encounter inappropriate materials or messages.
		To use technology safely; That bad language and bad behaviour are inappropriate;
		To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
Created to Live in Community	Religious Understanding	That God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; That the human family is to reflect the Holy Trinity in mutual charity and generosity.
		That the Church family is comprised of home, school and parish (which is part of the diocese).
	Living in the Wider	That God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

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By the end of **UpperKey Stage Two**, children will know/be able to:

MODULE	UNIT	Learning Outcomes
Created and Loved by God	Religious Understanding	<i>That physically becoming an adult is a natural phase of life.</i> <i>That lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</i> <i>That we are made to love and be loved.</i>
	Me, My Body and My Health	<i>That similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</i> <i>That self-confidence arises from being loved by God (not status, etc.).</i>
		<i>That human beings are different to other animals;</i> <i>About the unique growth and development of humans, and the changes that girls/boys will experience during puberty;</i>
		<i>About the need to respect our bodies as a gift from God to be looked after well, and dressed appropriately; That there is a need for modesty and appropriate boundaries.</i>
		<i>How to make good choices that have an impact on their health, e.g., rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</i>
	Emotional Well-	<i>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</i>
		<i>To deepen our understanding of the range and intensity of our feelings; That some behaviour is wrong, unacceptable, unhealthy or risky.</i>
		<i>That emotions change as we grow up (including hormonal effects);</i> <i>That also openness with trusted parents/carers/ teachers when worried ensures healthy well-being.</i>

	Being	The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images
	Life Cycles	How a baby grows and develops in its mother's womb.
		OPTIONAL PRIMARY SEX EDUCATION BEYOND SCIENCE: basic scientific facts about sexual intercourse. See coverage map.
Created to Love Others	Religious Understanding	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation including reusable options to support, care and protect God's creation.
		That God calls us to love others. Ways in which we can participate in God's call to us.
	Personal Relationships	That pressure comes in different forms, and what those different forms are; That there are strategies that they can adopt to resist pressure.
		What consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.
		Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact on their actions; Apply this approach to personal friendships and relationships.
	Keeping Safe	Recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely.
		That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.
		What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying.
		To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers, CAFAWs and priests.
C		That God is Trinity - a community of persons That the Church is the Body of Christ.

	<i>Religious Understanding</i>	<i>Develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</i>
	<i>Living in the Wider World</i>	<i>To apply the principles of Catholic Social Teaching to current issues. To find ways in which they can spread God's love in their community.</i>