



ST MARY'S SCHOOL HAMPSTEAD

Relationships, Health and Sex Education POLICY

September 2026

Reviewed: September 2026
Next Review Date: September 2027

MISSION STATEMENT

St Mary's School seeks to provide an outstanding education firmly founded on the Catholic Faith.

Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity, worth and wellbeing of each child, high standards are expected. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's is inclusive and welcomes girls from all communities and faith backgrounds, or none, and believes that all benefit from the school's values.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community.

Implementation and Review of this Policy

This policy will be reviewed every year, unless an earlier review is required, by the Head Teacher, governors and Deputy Head (Academic). The next review date is September 2027. The policy will be given to all members of the governing Body, and all teaching and non-teaching members of staff.

Dissemination

Copies of the policy will be available to all parents through the School's website and a copy is available on request. Details of the content of the RSE curriculum will also be published on the School's website.

We recognise that, as a school, we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

Defining Relationships and Sex Education

The DfE guidance states, "Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development¹." 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."² This would include the topics of families and the people who care for me, caring friendships, respectful and kind relationships, online safety and awareness, and being safe.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

This will be developed in **secondary schools**, as the secondary RSE curriculum should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."³

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE that are statutory parts of National Curriculum Science.

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 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 relationships, 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, RSE will be firmly embedded in the Growth 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 Growth, Science, and Religious Education teaching enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues that are essential in responding to God's call to love others. The following virtues will be explored: faithfulness, fruitfulness, 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 and social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school ethos supports us in our 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.

In partnership with parents, we provide children and young people with a "positive and prudent sexual education". ⁴ This education is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

⁴ Gravissimum Educationis 1

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:

- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- 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.

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 our teaching of 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 will teach them how to respond and ask for help.

Equalities Obligation

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, sexual orientation, or whether they are looked-after children.

Broad Content of the RSE Curriculum

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

Appendices to this policy provide further information about the programme and resources for suggested use.

STEAM - National Curriculum (See **Appendix A**)

Theology – RED Scheme of Work (See **Appendix B**)

Growth – TenTen curriculum map (See **Appendix C**)

RSE - Ten:Ten Life to the Full Scheme of Work (See **Appendix D**)

Teaching strategies will include:

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

The Leader of Learning for Growth, alongside members of the Senior Leadership Team (SLT), will be carrying out learning walks and book scrutiny, alongside scheduled lesson observations, in order to

ensure the relevance and appropriateness of the content, as well as the breadth of coverage. This will be further embedded through the observations and assessments already carried out in the National Curriculum teaching of Science.

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 information at the curriculum evenings about what will be taught from the RSE curriculum in the coming year. 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 about and answer questions about their children's learning.

Parents continue to have the right to withdraw their children from Sex Education except in those elements that 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 Headmistress. 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, p.6 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, age-appropriate scientific information and learn about relevant aspects of the law relating to RSE. Providing students with factual information and opportunities to understand and explore different viewpoints does not constitute the promotion of particular behaviours and is fully compatible with our school's commitment to 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 lies with Leader of Learning for Growth, STEAM, Religious Education, alongside SLT members.

All staff, however, 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 may 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

- contribute to 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.

Headmistress

The Headmistress takes overall responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Schools' Service and the Local Education Authority, as well as any appropriate agencies.

GROWTH/RSE Co-ordinator

The Co-Ordinator, with the Headmistress, have a general responsibility for supporting other members of staff in the implementation of this policy. They will lead the dissemination of the information relating to RSE and the provision of in-service training. They will be further supported by the Designated Safeguarding Lead, Deputy Head, and Deputy Head (Academic).

All Staff

RSE is a whole-school issue. All teachers have a duty 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 are 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.

Relationships to Other Policies and Curriculum Areas

This RSE policy is part of the Growth framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying Policy, Child Protection and Safeguarding Policy)

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

As a school, we aim to promote a healthy, positive atmosphere in which RSE can take place. This is 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 for a variety of reasons. The

School believes that children are best-educated and 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, p.23 for more detail)

Some questions may raise issues that 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. When this occurs, the teacher should refer to the Safeguarding Policy and consult with the Designated Safeguarding Lead (DSL).

Supporting Children 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 is a victim of, or is at risk of, abuse they are required to follow the school's Child Protection and Safeguarding Policy and immediately inform the Designated Safeguarding Lead or the Deputy Designated Safeguarding lead.

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 that 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 that are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care. Teachers should explain to pupils that they cannot offer unconditional confidentiality. Teachers will explain that in some circumstances they would have to inform others, e.g., parents, Headmistress

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 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 A

STEAM: Links with Relationships and Sex Education

Introduction

The following is intended as a guide for linking RSE with STEAM. Discussions and activities related to RSE may arise when covering these topics across year groups, and where possible the teaching of Animals (including humans) should be planned to link or be taught concurrently with relevant Growth and RSE topics.

EARLY YEARS		
UNDERSTANDING OF THE WORLD	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	• Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g., making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Talk to children about their friends, their families, and why they are important. • Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.

YEAR 1		
ANIMALS (INCLUDING HUMANS)	Children become familiar with their bodies and the names of various body parts	• Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes

YEAR 2		
ANIMALS (INCLUDING HUMANS)	Children notice that animals, including humans, have offspring which grow into adults and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	• Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. • Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

YEAR 3		
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ANIMALS (INCLUDING HUMANS)	Children identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Children identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
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YEAR 4		
ANIMALS (INCLUDING HUMANS)	Children describe the simple functions of the basic parts of the digestive system in humans	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

YEAR 5		
LIVING THINGS AND THEIR HABITATS	Children describe the life process of reproduction in some plants and animals, including sexual reproduction in animals, and describe the changes as humans develop to old age, including puberty.	- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. - Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
ANIMALS (INCLUDING HUMANS)		

YEAR 6

ANIMALS (INCLUDING HUMANS)	Children learn to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	• Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. • Male puberty • Sexual reproduction (point 21, page 6 of the DFE statutory guidance for RSE)
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APPENDIX B

Theology (RED): Links with Relationships and Sex Education

Introduction

The following is intended as a guide for linking RSE with *RED*. 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 *Branches 1-6*.

	Autumn Term		Spring Term		Summer Term	
	Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6
	CREATION & COVENANT	PROPHECY & PROMISE	GALILEE TO JERUSALEM	DESERT TO GARDEN	TO THE ENDS OF THE EARTH	DIALOGUE & ENCOUNTER
EYFS	God loves me	Mary had a baby called Jesus	Jesus was born for everyone	Lent, Holy Week and Easter	Jesus, the Holy Spirit and the Church	Friends of Jesus
Reception	God made the world					
Year 1	Retelling the creation story Awe and wonder in creation Caring for the world: showing love for God and others Pope Francis and the Laudato Si' Our Father and the creed	The Bible and Luke's Gospel The annunciation The visitation and the birth of Jesus The shepherds and the angels: Good news for all The Christmas Story Living the story: celebration and community	The presentation in the temple Jesus in the temple Jesus' mission Jesus calls the disciples The story of Zaccheus Jesus welcomes everyone	Jesus in the Desert Lent Living Lent through charity Holy Week Easter Morning	The story of Jesus continues The road to Emmaus The ascension Pentecost The mission of the Church Pentecost in the Church today	What it means to be a Christian The Church as a community The parish Living Jesus' mission The cross and the sign of the cross Encountering other faiths

	Caring for creation as prayer					
Year 2	The story of Noah: God's Covenant Symbols and meaning in the Noah story Covenant and stewardship: caring for creation Psalms of praise God knows and loves us: Psalm 139 Baptism	Prophets: God's Messengers The annunciation to Zechariah The annunciation to Mary The visitation and the magnificat Preparing for Jesus: Advent traditions Light in darkness	John the Baptist The baptism of Jesus Jesus in the desert Miracles as signs Parables: the lost sheep Forgiveness and new beginnings	Lent Sin, forgiveness and Kyrie Eleison The sacrament of reconciliation Holy Week and the cross The Easter vigil	From resurrection to Pentecost The Holy Spirit in art and symbol St Luke: Gospel and Acts Conversion of Saul Fruits of the Holy Spirit Saints, prayer and Come Holy Spirit	The Good Samaritan Who is my neighbour? Christians serving others Jewish life Hebrew and the Torah scroll Encounter and respect
Year 3	God as a creator Dignity and the image of God Pope Francis and the Laudato Si' Stewardship Praising the creator through prayer Sabbath and Thanksgiving	Sunday as Holy Day What happens at Mass Signs and actions at Mass Advent prophecies Joseph's annunciation Angels as messengers Advent hymns Advent symbols	Epiphany The kingdom of God Jesus teaches the kingdom through parable Miracles as signs of the kingdom The Our Father The saints	Jesus feeds the hungry The Last Supper God provides food for his people Mass: The Liturgy of the Eucharist Why the Eucharist is special for Catholics Holy Communion	The Road to Emmaus The early Church and the Eucharist The mission to the world Mary and the Holy Spirit The mystery of the Holy Trinity	Exodus and the first Passover The Last Supper From Passover to the Eucharist How Jewish families celebrate Passover Islam: beliefs and daily life Islamic artistic expressions of belief
Year 4	Abraham and his world God's covenant with Abraham Abraham's trust and God's faithfulness Faith, hope and love in actions Abraham as a model of prayer Joseph	Elijah the prophet John the Baptist Prophets and Jesus' ancestry Christ the King Advent and prayer	Peter's confession Jesus as the servant messiah The nature of faith Jesus heals the outcast Healing and forgiveness Inspired by the messiah	The empty tomb Denial and restoration Peter and the Pope The Apostles' Creed Communion of Saints and Mary The Church's mission today	The empty tomb Denial and restoration Peter and the Pope The Apostle's Creed Communion of Saints and Mary The Church's mission today	The life and conversion of St Paul St Paul's mission and the message of love Unity and diversity in Catholic liturgical traditions Christians working together for the common good The five pillars of Islam

						How Muslims in Britain live out the five pillars
Year 5	The call of Moses: The Burning Bush God's covenant with His people The ten commandments and happiness Jesus' summary of the law Sin and virtue Love of neighbour and justice	David's anointing and calling David and Goliath David as King and covenant with God The Shepherd King David as a model of prayer Advent	The Beatitudes: the new law of Christ Jesus' summary of the law Parables of mercy and compassion The transfiguration The Our Father Prayer and virtue	Ash Wednesday & the season of Lent Temptation and the reality of sin Conscience: God's voice within Resurrection and hope The last things Sorrowful mysteries of the rosary	The Holy Spirit in Scripture: promise and revelation Pentecost: the Spirit given to the Church Confirmation The rite of confirmation Discipleship Praying with the rosary	The Bible: sacred texts Sacred scripture Languages and translation of the Bible The Old Testament and the Tanakh The Shema Sacred texts and objects in Judaism
Year 6	Symbolism and meaning in the second Creation account Creation, truth and stewardship The Fall and the origin of sin Sin, dignity and damaged relationships Baptism and restoration in Christ Faith, science and wonder at creation	Sarah & Hannah – promise, prayer and fulfilment Miriam, Deborah & Ester – courage, leadership and providence Mary – the fulfilment of the promises Mary, Mother of God & her 'yes' to God The magnificat – text, theology and justice Women in religion today	Signs of Jesus' glory: Cana & the official's son Signs of healing & recognition: Bethesda & feeding of the 5000 Signs of faith & conversion: walking on water and man born blind The rising of Lazarus The seven sacraments: purpose & life in Christ Living in sacraments: parish life & community	The anointed messiah The servant king Holy Thursday mass Jesus on trial The saving love of the cross Walking the way of the cross	The empty tomb and the resurrection Appearances of the risen Christ and belief Jesus as the new Adam Faith in the resurrection and the trinity Witness to the resurrection and martyrdom Living the resurrection today: saints and charity	Dialogue The common good and Catholic Social Teaching Worldviews Dialogue in action A dharmic faith Beliefs and practices in a Dharmic tradition

Scripture

	Autumn Term		Spring Term		Summer Term	
	Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	
	CREATION & COVENANT	PROPHECY & PROMISE	GALILEE TO JERUSALEM	DESERT TO GARDEN	TO THE ENDS OF THE EARTH	DIALOGUE & ENCOUNTER
EYFS	Genesis 1:31	Lk 1:26-31, 38 Lk 2:4-7 Lk 2:8-20	Matt 2:1-12 Mk 10:v16 Mk 10:13-16 Jn 6:1-14	Lk 10:25-28	Acts 2:42-47	
Reception						
Year 1	Genesis 1:1-4, 24-26	The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) The Visitation (Lk 1:39-45) The Birth of Jesus (Lk 2:4-8) The Visit of the Shepherds (Lk 2:8-20)	The Presentation (Lk 2:22-38) Finding in the temple and the hidden life (Lk 2:41-52) Jesus announces his mission (Lk 4:16-22) The call of the disciples (Lk 5:1-11) Little children (Lk 18:15-17) Zacchaeus (Lk 19:1-9)	Jesus enters Jerusalem (Lk 19:28-38) Jesus teaches in the temple (Lk 19:47-48) The widow's mite (Lk 21:1-6) The last supper (Lk 22:7-23) The Crucifixion and death of Jesus (Lk 23:33-46) The angel's message (Lk 24:1-8) For Lent: Jesus is tempted in the desert for 40 days (Lk 4:1-13)	The road to Emmaus (Lk 24:13-35) Promise of the Spirit and the Ascension (Acts 1:1-11) Pentecost (Acts 2:1-4)	
Year 2	Gen 9:7-17	The Annunciation of John the Baptist (Lk 1:5-20) The Annunciation of Jesus (Lk 1:26-38) The Visitation (Lk 1:39-50, 53)	The preaching of John the Baptist (Lk 3:2-6, 10-17) Jesus is baptised (Lk 3:21-22) The Temptation in the wilderness &	Jesus enters Jerusalem (Lk 19:28-38) The last supper (Lk 22:7-23, 28-34)	Jesus appears to the apostles and the Ascension (Lk 24:36-53) Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13)	The parable of the Good Samaritan (Lk 10:25-37)

		The birth of John the Baptist (Lk 1:57-58) Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) The Birth of Jesus (Lk 2:1-8) Including, for the season of Advent: Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)	Jesus begins to preach (Lk 4: 1-15) Cure of a paralytic (Lk 5:17-26) The choice of the twelve (Lk 6:12-16) The calming of the storm (Lk 8:22-25) Parable of the lost sheep (Lk 15:4-7) For the Feast of the Epiphany: Matt 2:1-12: The visit of the Mag	The Crucifixion and death of Jesus (Lk 23:33-46) The angel's message (Lk 24:1-8) Peter at the tomb (Lk 24:9-12)	Conversion of Saul (Acts 9:1-19) Fruits of the Holy Spirit (Gal 5:22-23)	
Year 3	Genesis 1:1-2:4. Extracts from either Psalm 8 or 19 in praise of Creation	Messiah would be born of a virgin and would be called Immanuel (Is 7:14) The Annunciation to Joseph (Matt 1:18-25) Revisit Lk 1:26-38.	Miracles, either: Cure of the centurion's servant (Matt 8:5-13) or Cure of a paralytic (Matt 9:1-8) Parables, either: Parable of the Sower (Matt 13:4-9) Parable of the Sower explained (Matt 13:10-17) or Parable of the yeast (Matt 13:33) or	The miracle of the loaves (Matt 14: 13-21). The last supper (The institution of the Eucharist) (Matt 26: 26-29). 1 Cor 11:23-25	Road to Emmaus (Lk 24:13-35) The mission to the world (Matt 28:16-20) The group of apostles (Mary) (Acts 1:12-14) Early Church (Acts 2:42-47) Paul's Letter to the Corinthians (1 Cor 11:23-27)	Exodus 12:1-8,15-20, 13:3 Lk 22:14-23

			Parable of the treasure and of the pearl (Matt 13:44-46) For Epiphany: The visit of the Magi (Matt 2:1-12)			
Year 4	The story of Abraham, focusing on the following key texts: The call of Abram (Gen 12:1-5) The Abrahamic covenant (Gen 15:1-6) Abraham and Sarah (Gen 18:1-15) Abraham and Isaac (Gen 22:1-18)	The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) Isaiah 40:3 (contained within the gospel accounts) The ancestry of Jesus (Matt 1:1-17)	Peter's mother-in-law and casting out devils (Matt 8:14-17) Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34) The Baptist's question (Matt 11:1-15) Jesus walks on the water and, with him, Peter (Matt 14:22-33) Peter's profession of faith (Matt 16:13-26)	The lost son (the prodigal) and the dutiful son (Lk 15:11-32) The Judgement of the Nations (sheep and goats) (Matt 25:31-46) The events of Holy Week from the gospel of Matthew Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) The betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14),	The empty tomb (Jn 20:1-10) The appearance on the shore of Tiberius (Jn 21:1-19)	The road to Damascus (Acts 9:3-9, 17-19) The first letter to the Corinthians (1 Cor 13:1-7,13) Teachers should choose additional texts about the mission of St Paul, for example,: Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) Galatians 1:11-24 2 Cor 11:22-23 Galatians 3:27-28

				the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)		
Year 5	The Burning Bush (Ex 3:1-15) The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) Jesus' summary of the law (Matt 22:36-40)	1 Samuel 16:1-13: anointing of David (a great king) 1 Samuel 17:1-11, 32-54: David and Goliath 2 Samuel 5:1-5: David becomes king 2 Samuel 7: 8-15 God's covenant with David 1 Kings 2:1-4, 10-12: David's death Psalm 21:1-7, Psalm 23	The Beatitudes from the Sermon on the Mount (Matt 5:1-12) Jesus summarises the law (Matt 22:36-40, Lk 10:27) A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) The Transfiguration (Matt 17:1-13) Our Father prayer (Matt 6:7-13)	A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 Temptation in the Wilderness (Matt 4:1-11) The Resurrection of the Dead (1 Corinthians 15:1-8, 20-25, 54-57)	Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) Pentecost (Acts 2:1-8, 14-18) The gifts of the Spirit Paul (1 Cor 12:4-11) Baptism in the Spirit (Acts 8:14-16)	
Year 6	The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7, 9-13, 17-19) Jn 1:1-5, 16-18	Old Testament passages that show the importance of women in salvation history, e.g.:	The Wedding at Cana (Jn 2:1-12) Healing the official's son (Jn 4:46-54) Healing the man at Bethesda	The anointing at Bethany (Jn 12:1-11) Jesus washes his disciples' feet (Jn 13:1-17)	The empty tomb and the appearance to Mary Magdala (Jn 20:1-18) Appearances to the disciples Jn 20:19-31 Conclusion (Jn 20: 30-31)	

		Genesis 18:1-15; 21:1-7: Sarah Exodus 1:8-22; 2:1-10: Miriam Judges 4:4-11; 5:7-15: Deborah 1 Samuel 1:5, 9-11, 26-28: Hannah Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther Lk 1: 26-56: Mary as the fulfilment of Old Testament promises	(Jn 5:1-47) Feeding the 5000 (Jn 6:1-4) Walking on water (Jn 6:15-21) Healing the Blind Man (Jn 9:1-41) Raising of Lazarus (Jn 11:1-57) 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25)	First farewell discourse (Jn 13:33-38) The arrest of Jesus (Jn 18:1-11) Jesus before Pilate (Jn 18:28-40, 19:4-6) The Crucifixion (Jn 19:17-22) Jesus and his mother (Jn 19:25-27) The death of Jesus (Jn 19:28-37)	Christians believe in the Resurrection (1 Cor 15:14) Jesus as the last Adam (1 Cor 15:45-49) The story of Stephen (Acts 6:8-15, 7:51-60)	
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APPENDIX C

GROWTH (TenTen): Curriculum map.

Link to each Topic's breakdown and objectives.

<https://docs.google.com/spreadsheets/d/1tJtGkZUiYJxPwFOZoDlnIN5RCYIIFBiS/edit?gid=1176963844#gid=1176963844>

<u>Topic</u>	<u>Navigators & Voyagers.</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Topic 1: Being Me in My World	Settling into new surroundings with routines. Exploration of emotions and behaviour. Understanding uniqueness. Children's rights.		Rights and responsibilities. Learning charter and understanding consequence. Knowing how to use your Growth book.		Develop and understand self-worth and what good contributions I bring to a class. Rules are there to follow and guide me into staying safe. I am beginning to understand other people's perspective.		Developing an identity as a class and understand our responsibility to positively impact our communities. Reward and consequence. Understanding democracy and group decisions. Knowing you have a voice, and it matters.	
Topic 2: Celebrating Differences	Focus on the self and the community. Why my family is important and how it could be different to other families. Friendships and making friends. How our world is different and the same.		Similarities and difference between peers. Understand what bullying is and what to do if it happens. Making new friends and celebrating our individualism.		I understand family is individually important to everyone in different ways. I know that family conflict can happen and what I can do if it affects me. I understand that words carry weight and can affect a person positively and negatively. I know what to do if I witness bullying or if it happens to me.		Does money matter and our situation compared to globally. Understanding what racism is and how to prevent and report it. Understanding positive and negative influences on our lives. Understanding that we can prejudice based off appearance and that it is not always correct. Continue to develop why bullying is wrong and what to do if you witness or it happens to you. First impressions	

							and how they might change.	
Topic 3: Dreams and Goals	Building resilience through challenges and learning through failure. Understand who and how I can ask for help when struggling. Future roles in the wider community.		Setting goals and accomplishments. Overcoming adversity and failure. Identify steps for success. Developing teamwork.		I have a long-term ambition and know some steps to making this a reality. I also know that I can fail and how to deal with failure. Development of resilience, particularly when things don't go my way.		Understanding what career, you want in the future and what you need at school to work towards this goal. The motivation and determination required to do this. How to encourage and motivate others.	
Topic 4: Healthy me		Understanding how to keep the body healthy through diet, exercise and hygiene. Understand stranger danger and how to say no when uncomfortable.		Understanding how to keep the body healthy through diet, exercise and hygiene and germs can cause diseases and illness and how medicine can help. Road safety. Life cycles. I can identify what makes me calm and stressed.		Group dynamics. The harm of smoking and alcohol. Development of understanding peer pressure and situational pressure. How to give an assertive no when uncomfortable. Morality and right and wrong.		Group dynamics. The harm of smoking and alcohol. Development of understanding peer pressure and situational pressure. How to give an assertive no when uncomfortable. Morality and right and wrong. Body image and how media can negativity present body image. Gangs and exploitation. Managing stress and workload.

Topic 5: Relationships		Learning conflict resolution. How to make and keep friendships. Beginning to learn compromise and sharing.		Learning conflict resolution. How to make and keep friendships. Beginning to learn compromise and sharing. Understand how, when and what physical contact is okay. I can be assertive to saying no to wanted physical contact.		Dealing with complex emotions: jealousy, death, fear, anxiety, loss and stress. Memories both positive and negative. Conflict resolution with friends and getting on with peers who are not friends. Understanding relationships with a significant other and pets.		Recognising personal qualities. Understand online image and staying safe online continuing into online gaming and forums. Self-image and body image. Puberty and changes in the body for boys and girls. Understanding conception through intercourse and through other means, and different stages of pregnancy.
Topic 6: Changing me		Understanding that babies turn into adults. Responsibilities. Naming parts of the body. Exploring emotions connected to change in our lives.		Explain how my body has changed since a baby. Identify differences between boys' and girls' bodies. Understand how we can change as people and how it affects our emotions. I know which parts of my body are private.		Characteristics of parents transferred to us through sperm and egg. Menstruation. Labelling parts of the body both internal and external. Puberty. Accepting change.		Recognising personal qualities. Understand online image and staying safe online continuing into online gaming and forums. Self-image and body image. Puberty and changes in the body for boys and girls. Understanding conception through intercourse and through other means, (IVF...)

APPENDIX D

RSE (Ten:Ten Life to the Full): Links with Relationships and Sex Education – <https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/>



Programme Overview

2026

All statutory RSHE content is included within the core Life to the Full programme.

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer & Assessment Activity Story Sessions Handmade With Love	Unit Prayer & Assessment Activity Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy? Classroom Shorts	Unit Prayer & Assessment Activity Session 1 I Like, You Like, We All Like! Session 2 All the Feelings! Session 3 Let's Get Real	Unit Prayer & Assessment Activity Session 1 Growing Up	Unit Prayer & Assessment Activity Session 1 Role Model	Unit Prayer & Assessment Activity Session 1 Who's Who? Classroom Shorts Session 2 You've Got A Friend In Me Session 3 Forever Friends	Unit Prayer & Assessment Activity Session 1 What is the Internet? Session 2 Playing Online	Unit Prayer & Assessment Activity Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4 People Who Help Us	Unit Prayer & Assessment Activity Session 1 God is Love Session 2 Loving God, Loving Others	Unit Prayer & Assessment Activity Session 1 Me, You, Us



Programme Overview

2026

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Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Key Stage 1	Unit Prayer & Assessment Activity Story Sessions Let the Children Come	Unit Prayer & Assessment Activity Session 1 I Am Unique Session 2 Girls and Boys Session 3 Clean and Healthy (My Body) Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Feelings, Likes and Dislikes Session 2 Feeling Inside Out Session 3 Super Susie Gets Angry	Unit Prayer & Assessment Activity Session 1 The Cycle of Life Session 2 Beginnings and Endings	Unit Prayer & Assessment Activity Session 1 God Loves You	Unit Prayer & Assessment Activity Session 1 Special People Classroom Shorts Session 2 Treat Others Well... Session 3 ...and Say Sorry	Unit Prayer & Assessment Activity Session 1 Real Life Online Session 2 Rules to Help Us	Unit Prayer & Assessment Activity Session 1 Good and Bad Secrets Session 2 Physical Contact Session 3 Harmful Substances Session 4 Can You Help Me? (Part 1) Session 5 Can You Help Me? (Part 2)	Unit Prayer & Assessment Activity Session 1 Three in One Session 2 Who is My Neighbour?	Unit Prayer & Assessment Activity Session 1 The Communities We Live In



Programme Overview

2026

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Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Lower Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Get Up! Session 2 Sacraments	Unit Prayer & Assessment Activity Session 1 We Don't Have to Be the Same Session 2 Respecting Our Bodies Classroom Shorts Session 3 What is Puberty Session 4 Changing Bodies Session 5 Male/Female Discussion Groups (optional)	Unit Prayer & Assessment Activity Session 1 What Am I Feeling? Classroom Short Session 2 What Am I Looking At? Session 3 I am Thankful	Unit Prayer & Assessment Activity Session 1 Life Cycles Session 2 A Time for Everything	Unit Prayer & Assessment Activity Story Sessions Jesus, My Friend	Unit Prayer & Assessment Activity Session 1 Friends, Family and Others... Classroom Short Session 2 When Things Feel Bad Session 3 Balancing Needs	Unit Prayer & Assessment Activity Session 1 Sharing Online Session 2 Chatting Online	Unit Prayer & Assessment Activity Session 1 Safe in My Body Session 2 Recognising Risk Session 3 Drugs, Alcohol and Tobacco Session 4 First Aid Heroes	Unit Prayer & Assessment Activity Session 1 A Community of Love Session 2 What is the Church?	Unit Prayer & Assessment Activity Session 1 How Do I Love Others?

Programme Overview

2026

All statutory RSHE content is included within the core Life to the Full programme.

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Upper Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Calming the Storm	Unit Prayer & Assessment Activity Session 1 Gifts and Talents Session 2 Girls' Bodies Session 3 Boys' Bodies Session 4 Spots and Sleep Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Body Image Session 2 Peculiar Feelings Session 3 Emotional Changes Session 4 Seeing Stuff Online	Unit Prayer & Assessment Activity Session 1 Making Babies (Part 1) Session 2 Making Babies (Part 2) Session 3 Menstruation Session 4 Hope Beyond Death	Unit Prayer & Assessment Activity Session 1 God is Calling You	Unit Prayer & Assessment Activity Session 1 Under Pressure Classroom Short Session 2 Do You Want a Piece of Cake? Session 3 Self-Talk Session 4 Confidence vs Control Session 5 Build Others Up	Unit Prayer & Assessment Activity Session 1 Sharing Isn't Always Caring Session 2 Cyberbullying	Unit Prayer & Assessment Activity Session 1 Types of Abuse Session 2 Impacted Lifestyles Session 3 Making Good Choices Session 4 Giving Assistance	Unit Prayer & Assessment Activity Session 1 The Holy Trinity Session 2 Catholic Social Teaching	Unit Prayer & Assessment Activity Session 1 Reaching Out