



St John's Catholic Infant School

RSE Curriculum



INTRODUCTION

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated

Schools must ensure that RSE is sensitive to the different needs of individual children and is taught in a way that allows access to those children at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, children should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

The structure of our RSE curriculum.

Our RSE curriculum covers EYFS and KS1 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the children. The three themes are:

1. **Created and loved by God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
2. **Created to love others** (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
3. **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)
Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

We will be using Ten Ten's new programme for Catholic primary schools, **Life to the Full**, to teach Relationships Education and Health Education. This scheme has been recommended by the Bishop of Shrewsbury and ensures that RSE is taught within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

The framework of the programme covers all the themes described above which are taken from the Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Life to the Full is a fully resourced scheme of work in Relationships and Health Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, the pupils revisit the same topics at an age-appropriate stage through their school life. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

We will be covering the Ten Ten Pathway #2. This programme pathway delivers the programme over three terms on a two-year cycle. In this pathway:

- Pre-school and Year One undertake Module 2 (Created to Love Others)
- Foundation Two and Year Two undertake Module 1 (Created and Loved by God)
- All year groups will undertake sessions from Module 3 (Created to live in Community)

The Gospel story sessions in Module 1 and the Trinity story sessions in Module 2 are run every year as they are foundational to the religious understanding taught in the programme. (See Long Term Plan for more information)

Christian virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience, and are gained through imitation the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their children, through their exemplification by the whole community of which the children are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Theme 1: Created and Loved by God

RSE: EYFS & KS1		WHERE IS IT GOING TO BE TAUGHT? e.g. Topics, PSHE, RE	
		EYFS	KS1
Education in virtue	<p>In a Catholic school, children are growing to be:</p> <ul style="list-style-type: none"> ➤ Respectful of their own bodies and character ➤ Appreciative for blessings ➤ Grateful to others and to God ➤ Patient when they do not always get what they want 	Physical Development, health and self-care – topics, circle time Harvest, Operations Christmas Child, Mission Together RE – God’s World, CAFOD unit PSHE – Healthy Me/ Celebrating Difference/ Changing me	<p>Year 2: Science - Our Senses PSHE – Healthy Me/ Celebrating Difference/ Changing me WTL – Good News</p>
			<p>Year 1: RE – God’s great Plan PSHE - Healthy Me/ Celebrating Difference/ Changing me</p>
Religious understanding of the human person: loving myself	<p>Children should be taught:</p> <ul style="list-style-type: none"> ➤ We are made by God and are special ➤ We are all God's children ➤ Ways of expressing gratitude to God ➤ About the sacrament of Baptism 	RE – God’s World, God’s Family, The Church, Music – Hymns, singing, Signing Collective Worship Gospel Assembly Prayer Time Ten Ten Unit 1 Story Sessions- Handmade with love	<p>Year 2: WTL – Chosen People, Eastertide Ten Ten Unit 1 Story Sessions – Let the children come</p>
			<p>Year 1: RE – God’s great Plan Families and Celebrations Ten Ten Unit 1 Story Sessions – Let the children come</p>

Me, my body and my health	<p>Me</p> <ul style="list-style-type: none"> ➤ We are all unique individuals ➤ We all have individual gifts, talents and abilities <p>My body</p> <ul style="list-style-type: none"> ➤ The names of the external parts of the body ➤ The similarities and differences between girls and boys <p>My Health</p> <ul style="list-style-type: none"> ➤ How to maintain personal hygiene ➤ What constitutes a healthy life-style, including physical activity, dental health and healthy eating. 	<p>Topic – All about Me/ Growing (UW, PD) PSHE - Celebrating Difference, Dreams and Goals, Healthy Me RE – God’s Family, circle time PD – Health & Self Care, visitors Ten Ten – Unit 2 (Sessions 1-3)</p>	<p>Year 2: PSHE – Celebrating Difference, Dreams and Goals, Healthy Me WTL – Chosen People Science – Our Bodies, Keeping Healthy Ten Ten –Unit 2 (sessions 1-4)</p> <hr/> <p>Year 1: Science – Animals including humans PSHE – Celebrating Difference, Dreams and Goals, Healthy Me DT – Healthy eating PE – Healthy Body</p>
Emotional well-being and attitudes	<p>Children should be taught:</p> <p>Emotional well-being</p> <ul style="list-style-type: none"> ➤ That we all have different likes and dislikes ➤ A language to describe feelings <p>Attitudes</p> <ul style="list-style-type: none"> ➤ A basic understanding that feelings and actions are two different things ➤ Simple strategies for managing feelings and behaviour ➤ That choices have consequences 	<p>PSHE – all topics Circle time, Key Worker groups RRS Behaviour chart/ Golden Rules School Values Wellcomm Ten Ten – Unit 3 (Sessions 1-3)</p>	<p>Year 2: PSHE – All topics English – Characters in topics Circle time – day to day issues Behaviour Charts/ Values Ten Ten – Unit 3 (sessions 1-3)</p> <hr/> <p>Year 1: PSHE – All topics Circle time – day to day issues Behaviour Charts/ Values Class charters</p>
Life cycles and fertility	<p>Children should be taught:</p> <ul style="list-style-type: none"> ➤ That there are life stages from birth to death 	<p>Topic – Growing (UW) plants/animals PSHE – Changing Me Ten Ten – Unit 4 (Session 1)</p>	<p>Year 2: Science – Timelines of growth, Animals PSHE – Changing Me History – Timelines of famous people Ten Ten – Unit 4 Session 1</p> <hr/> <p>Year 1: Science – Animals incl humans PSHE – Changing Me</p>

Theme 2: Created to love others

RSE: EYFS & KS1		WHERE IS IT GOING TO BE TAUGHT? E.g. Topics, PSHE, RE	
		EYFS	KS1
Education in virtue	<p>In a Catholic school, children are growing to be:</p> <ul style="list-style-type: none"> ➤ Friendly, able to make and keep friends ➤ Caring, attentive to the needs of others and generous in their responses ➤ Respectful of others, their uniqueness, their wants and their needs ➤ Forgiving, able to say sorry and not hold grudges against those who have hurt them ➤ Courteous, learning to say, “please” and “thank you.” ➤ Honest, able to tell the difference between truth and lies 	<p>PSHE – relationships RRS – Ongoing and Mission Day Class charter, 5 Finger friends/ Friendship Mission Day RE – Sorrow & Joy, Collective Worship, Values, Golden Rules</p>	<p>Year 2: Rights Respecting Charter/PSHE WTL – Good News, Mass (forgiveness/ offertory) Collective Worship PSHE – relationships Golden Rules, Values</p> <p>Year 1: WTL – Collective Worship, Class Charters (RRS) Assemblies, Collective Worship PSHE – relationships Everyday interactions Golden Rules, Circle time, Values</p>
	<p>Children should be taught:</p> <ul style="list-style-type: none"> ➤ We are part of God’s family ➤ All families are important ➤ That saying sorry is important and can help mend broken friendships ➤ Jesus cared for others ➤ That we should love other people in the same way Jesus loves us 	<p>Topic – All About me (PSHE, C&L) PSHE – Celebrating Difference, Relationships RE – God’s World Circle Time Behaviour chart Golden Book/time Class Charter Ten Ten – Unit 1 Session 1</p>	<p>Year 2: PSHE – Celebrating Difference, Relationships English – Story books Circle time – day to day issues, respect, environment</p> <p>Year 1: PSHE – Celebrating Difference, Relationships Circle time – day to day issues, respect, environment Ten Ten – Unit 1 Session 1</p>
Religious understanding of human relationships: loving others			

Personal Relationships	<p>Children should be taught:</p> <ul style="list-style-type: none"> ➤ The characteristics of positive and negative relationships ➤ To identify special people (e.g. family, carers, friends) and what makes them special. ➤ There are different family structures and these should be respected ➤ Families should be a place of love, security and stability. ➤ The importance of spending time with your family ➤ How their behaviour affects other people and that there are appropriate and inappropriate behaviours ➤ To recognise when people are being unkind to them and others and how to respond. ➤ Different types of teasing and bullying which are wrong and unacceptable. 	<p>RE - Lenten Topics – Zacchaeus, God’s Family PSHE – relationships, E Safety, AUP, Home School Agreement, NSPCC PANTS RRS E Safety Global Awareness Mission Days eg Friendship Day Circle Time Ten Ten – Unit 2 (Sessions 1-3)</p>	<p>Year 2: English – Shared Reading, Topics e.g. Lighthouse keeper’s Lunch, Centenary PSHE – Behaviour, RRS Charter, Behaviour chart, Relationships WTL – CAFOD (Social Justice)</p> <hr/> <p>Year 1: WTL – Mary, Mother of God PSHE – Reward systems, RRS Charter, Relationships Ten Ten – Unit 2 (Sessions 1-3)</p>
	Keeping safe and people who can help me	<p>Children should be taught:</p> <p>Keeping safe</p> <ul style="list-style-type: none"> ➤ To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online ➤ To use simple rules for resisting pressure when they feel unsafe or uncomfortable ➤ The difference between good and bad secrets ➤ Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation. ➤ Importance of seeking and giving permission in relationships. <p>People who can help me</p> <ul style="list-style-type: none"> ➤ Who to go to if they are worried or need help ➤ That there are a number of different people and organisations they can go to for help in different situations. 	<p>PSHE – Online Safety, NSPCC – Pants, home/school agreement, NSPCC Pants, Five Finger Friends, Mission Days-Friends Assembly, Ten Ten – Unit 3 (Sessions 1-4)</p>

Theme 3: Created to live in community (local, national and global)

RSE: EYFS & KS1		WHERE IS IT GOING TO BE TAUGHT? e.g. Topics, PSHE, RE	
		EYFS	KS1
Education in virtue	<p>In a Catholic school, children are growing to be:</p> <ul style="list-style-type: none"> ➤ Just and fair in their treatment of other people, locally, nationally and globally ➤ People who serve others, locally, nationally and globally ➤ Active in their commitment to bring about change 	CAFOD, Mission Together, Fundraising, Harvest, Operation Christmas Child Mission Days – British Values, RRS School Values	<p>Year 2:</p> Fair Trade Shoe Box Appeal Lenten Fundraising RRS CAROD – Social Justice School Values
			<p>Year 1:</p> Mission Together, Fundraising, CAFOD Topic Work British Values – voting etc RRS School Values
Religious understanding of the importance of human communities	<p>Children should be taught:</p> <ul style="list-style-type: none"> ➤ That God is Father, Son and Holy Spirit ➤ Some scripture illustrating the importance of living in community ➤ Jesus’ teaching on who is my neighbour 	RE – Getting to know Jesus, The Church Collective Worship Gospel Assemblies Ten Ten – Unit 1 (Session 1 & 2)	<p>Year 2:</p> WTL – My Stories, Mass, Eastertide, Gospel Assembly, Collective Worship, Prayers Ten Ten – Unit 1 (Sessions 1 & 2)
			<p>Year 1:</p> WTL – Parables, The Good Samaritan, Gospel Assembly, Collective Worship, CAFOD Ten Ten – Unit 1 (Sessions 1 & 2)

Living in the wider world	<p>Children should be taught:</p> <ul style="list-style-type: none"> ➤ That they belong to various communities such as home, school, parish, the wider local community and the global community ➤ That their behaviour has an impact on the communities to which they belong ➤ That people and other living things have needs and that they have responsibilities to meet them; ➤ About what harms and improves the world in which they live ➤ How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands 	<p>WTL – God’s World (UW) PSHE – Healthy Me Fundraising activities across the year Ten Ten – Unit 2 Session 1</p>	<p>Year 2: WTL – Mass History – Port Sunlight community PSHE – Healthy Me Ten Ten – Unit 2 (Session 1)</p>
			<p>Year 1: Visits to church/ Chapel Fundraising –Mission together RE: God’s Great Plan PSHE – Healthy Me Science – Personal Hygiene Ten Ten – Unit 2 (Session 1)</p>