

Relationships, Health and Sex Education Curriculum Overview

Key Stage	Year group - Outcomes	Module 1: Created and loved by God	Module 2: Created to love others	Module: 3 Created to live in community
EYFS	<p>Nursery - Children will know:</p> <ul style="list-style-type: none"> • 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 should love other people in the same way God loves us • There are special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people' and telling them if something is troubling them • Their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • That all bullying is wrong and unacceptable • That when we are unkind, we hurt God and should say sorry. To recognise when they have been unkind to others and say sorry. • To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives. • There is 'community', and that God calls us to live in community with one another • They belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • About what harms and what improves the world in which they live 	<p>Unit 1 Religious Understanding: Handmade with Love</p>	<p>Unit 1 Religious Understanding: Role Model Unit 2 Personal Relationships: Who's Who? You've Got a Friend in Me Forever Friends</p> <p>Unit 3 Keeping Safe: Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us</p>	<p>Unit 1 Religious Understanding: God is Love Loving God, Loving Others</p>

	<p>Reception - Children will know that:</p> <ul style="list-style-type: none"> • We can give thanks to God. • 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. • The names of the parts of the body • 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 • They can use language to describe their feelings • That everyone experiences feelings, both good and bad • There are simple strategies for managing feelings and behaviour • We have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus • 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 • What a community is, and that God calls us to live in community with one another • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) 	<p>Unit 1 Religious Understanding: Handmade with Love</p> <p>Unit 2 Me, My Body, My Health: I am me Heads, Shoulders, Knees and Toes Ready Teddy?</p> <p>Unit 4 Life Cycles Growing Up</p>	<p>Unit 3 Emotional Well-being: I Like, You Like, We All Like! Good Feelings, Bad Feelings Lets' Get Real</p>	<p>Unit 2 Living in the Wider World: Me, You, Us</p>
	<p>Year 1 - Children will know:</p> <ul style="list-style-type: none"> • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • 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 • We are created as a unity of body, mind and spirit: who we are matters and what we do matters 	<p>Unit 1: Religious Understanding Let the Children Come</p>	<p>Unit 1: religious understanding God Loves You Unit 2: Personal relationships Special People, How to treat others well</p>	<p>Unit 1: religious understanding Three in One Who is my neighbour</p>

	<ul style="list-style-type: none"> • We can give thanks to God in different ways • We are part of God's family; • Saying sorry is important and can mend friendships; • Jesus cared for others and had expectations of them and how they should act; • We should love other people in the same way God loves us. • To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; • The importance of nuclear and wider family; • The importance of being close to and trusting special people and telling them if something is troubling them. • Their behaviour affects other people, and that there is appropriate and inappropriate behaviour; • The characteristics of positive and negative relationships; • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; • The characteristics of positive and negative relationships; • There are different types of teasing and that all bullying is wrong and unacceptable. • To understand 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; • How to resist pressure when feeling unsafe. • To know 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 and teachers • Medicines are drugs, but not all drugs are good for us. • Our bodies are created by God, so we should take care of them and be careful about what we consume. • They should call 999 in an emergency and ask for ambulance, police and/or fire brigade. 		<p>Saying sorry Unit 3: keeping safe Being Safe Good Secrets & Bad Secrets Physical Contact Harmful Substances Can You Help Me?</p>	
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	<ul style="list-style-type: none"> • If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. • Some basic principles of First Aid 			
	<p>Year 2 – Children will know:</p> <ul style="list-style-type: none"> • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • 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 • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways • To learn that we are unique, with individual gifts, talents and skills • The names of the parts of our bodies. • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family. • Our bodies are good and we need to look after them; • What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; • The importance of sleep, rest and recreation for our health; • How to maintain personal hygiene. • That it is natural for us to relate to and trust one another; • 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. • Children will have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character • Children will know and appreciate that there are natural life stages from birth to death, and what these are. 	<p>Unit 1: Religious Understanding Let the Children Come</p> <p>Unit 2: Me, my body, My health I am unique Girls and Boys Clean and healthy</p> <p>Unit 3: Emotional well being Feelings, Likes and dislikes Feeling inside out Super Susie gets angry</p> <p>Unit 4: Life cycles The cycle of life</p>		<p>Unit 2 Living in the Wider World: The Communities We Live In</p>

LKS2	<p>Year 3 – Children we know:</p> <ul style="list-style-type: none"> • We are created individually by God who is Love, designed in His own image and likeness • 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) • Every human life is precious from the beginning of life (conception) to natural death • 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 • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a regular examination of conscience. • That God 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. • We reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness. • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; • 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; 	<p>Unit 1 Religious Understanding: Get Up! The Sacraments</p>	<p>Unit 1 Religious Understanding: Jesus, My Friend Unit 2: Personal Relationships Friends, Family & Others, When Things Feel Bad, Unit 3: Keeping Safe Sharing online Chatting online Safe in my Body Drugs, alcohol and tobacco First aid heroes</p>	<p>Unit 1 Religious Understanding: A Community of love What is a church?</p>
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	<ul style="list-style-type: none"> • Harassment and exploitation in relationships is wrong, including physical and emotional abuse and how to respond • To 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. • 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. • Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume. • God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’ • The human family is to reflect the Holy Trinity in mutual charity and generosity. 			
	<p>Year 4 – Children will know:</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community; • Self-confidence arises from being loved by God (not status, etc). • Personal and communal prayer and worship are necessary ways of growing in our relationship with God • To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action; • What emotional well-being means; 	<p>Unit 2: Me, my body, My health We Don’t Have to be the Same Respecting Our Bodies</p> <p>Unit 3 Emotional Well-being: What Am I</p>		<p>Unit 1 Religious Understanding: What is the Church?</p> <p>Unit 2 Living in the Wider World: How Do I Love Others?</p>

	<ul style="list-style-type: none"> • Positive actions help emotional well-being (beauty, art, etc. lift the spirit); • Talking to trusted people help emotional well-being eg. Parents, carers, teachers etc. • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. • There is a need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. • Learn when they can expect puberty to take place; • Understand that puberty is part of God’s plan for our bodies. • Learn correct naming of genitalia; • Learn what changes will happen to boys during puberty; • Learn what changes will happen to girls during puberty. • Some practical help on how to manage the onset of menstruation • Some behaviour is wrong, unacceptable, unhealthy and risky; • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. • That they were handmade by God with the help of their 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 fits into the cycle of life; • The human family can reflect the Holy Trinity in charity and generosity. • The Church family comprises of home, school and parish (which is part of the diocese). • To know that God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. 	<p>Feeling? What Am I Looking At? I Am Thankful!</p> <p>Unit 4 Life Cycles: Life Cycles</p>		
UKS2	<p>Year 5 – Children will know:</p> <ul style="list-style-type: none"> • We were created individually by God who cares for us and wants us to put our faith in Him. • Similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community; 	<p>Unit 1 Religious Understanding: Calming the Storm</p>	<p>Unit 1 Religious Understanding: Is God Calling You</p> <p>Unit 2 Personal Relationships:</p>	<p>Unit 1 Religious Understanding: The Trinity Catholic Social Teaching</p>

	<ul style="list-style-type: none"> • Self-confidence arises from being loved by God (not status, etc). • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. • That some behaviour is wrong, unacceptable, unhealthy or risky. • understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. • That some behaviour is wrong, unacceptable, unhealthy or risky. • Physically becoming an adult is a natural phase of life. • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! • Emotions change as they grow up (including hormonal effects); • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; • About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-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. • To know that God calls us to love others. • To know ways in which we can participate in God's call to us. • Pressure comes in different forms, and what those different forms are; • There are strategies that they can adopt to resist pressure. • What the term cyberbullying means and examples of it; • What cyberbullying feels like for the victim; • How to get help if they experience cyberbullying. 		<p>Under Pressure Do You Want a Piece of Cake? Self-Talk Bukid others up</p> <p>Unit 3 Keeping Safe: Sharing is always Caring Cyberbullying Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance</p>	
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	<ul style="list-style-type: none"> Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies 			
	<p>Year 6 – Children will know:</p> <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature and that by living and working together we create community Self-confidence arises from being loved by God How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries. That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Basic scientific facts about sexual intercourse between a man and a woman The physical, emotional, moral and spiritual implications of sexual intercourse The Christian viewpoint that sexual intercourse should be saved for marriage How a baby grows and develops in its mother’s womb. 	<p>Unit 1 Religious Understanding: Calming the Storm</p> <p>Unit 2 Me, My Body, My Health: Gifts and Talents Girls’ Bodies Boys’ Bodies Spots and Sleep</p> <p>Unit 3 Emotional Well-being: Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online</p>		<p>Unit 2 Living in the Wider World: Reaching Out</p>

	<ul style="list-style-type: none">• 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			
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