



# Emmaus

Church of England and Catholic Primary School

## Relationship, Sex and Health Education Policy (RSHE) 2025 - 2026

### Mission Statement

*We are friends journeying with Jesus in faith, hope and trust as we live,  
love and learn together.*

Chair of Governors	Mrs J Simm
Head-teacher	Mr Alan Williams
Date adopted: September 2023	Review Date: September 2024

## **Rationale**

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

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic and Church of England school. Our approach to RSE therefore is rooted in the Catholic and Church of England Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is 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 Relationship, Sex and Health Education RSHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **Aim**

Emmaus Church of England and Catholic Primary School, aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2021 which meets the ethos of its Catholic and Church of England identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today’s world.

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

The other aspects of the Statutory curriculum intent will be met by PHSE lessons, RSHE and DFE Statutory Relationships and Statutory Science

## **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at Emmaus Church of England and Catholic Primary School, are to:

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

## **Statutory Requirements**

At Emmaus Church of England and Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

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

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

The statutory guidance from the Department for Education Equality Act 2010 will be adhered to.

Keeping Children Safe in Education 2025 unpins all teaching at Emmaus Church of England and Catholic Primary School.

## **Policy Development**

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

1. Review –Mr A Williams-Headteacher  
Mrs J Simm-Chair of Governors  
Miss J Hall-RSHE lead  
Miss T Martin-PSHE lead  
Mrs Pat Peel-Archdiocesan adviser  
Mrs Jenny McIlveen-Diocesan adviser
2. Staff/Advisor consultation and process:  
24.10.20-Draft RSHE policy placed on the Governor hub on the website  
12.11.20-J.Hall spoke to the Spiritual Dimension group of governors and the policy/changes to RSHE were discussed.  
17.11.20-J.Hall spoke to Pat Peel about the changes to RSHE and the policy  
2.12.20-All school staff were given the opportunity to look at the policy and make recommendations. Staff were shown the policy and how and when RSHE would be taught.

### 3.12.20-Full Governors consulted and shown the RSHE policy

3. Parent/stakeholder consultation:  
27.11.20-RSHE policy placed on the Parent App with covering letter  
27.11.20- J Hall sent draft policy to Pat Peel (Archdiocesan adviser) for approval
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education:  
26.11.20-J Hall met with House Captains and Head/Deputy Heads of School to discuss what they would like from a Relationship, Sex and Health Education.
5. Ratification:  
  
Policy ratified at Full Governors meeting  
  
7.12.22- J.Hall consulted Julie Rourke re changes/updates to RSHE. RSHE developed and policy updated on 2.3.23  
  
Autumn 2023- J.Hall consulted Pat Peel re changes/updates to RSHE. Policy updated September 2023  
  
20.11.25 – New RSHE lead Carol Yates consulted with Mrs Pat Peel-Archdiocesan adviser to review updates and update policy

### **Definition**

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

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

### **Curriculum**

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

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

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

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

## **Delivery of Relationship, Sex and Health Education (RSHE)**

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

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

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

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

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

## **Equal Opportunities**

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

## **Roles and Responsibility**

### **The Governing Body**

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

### **The Headteacher**

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

### **Staff**

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

Staff are responsible for:

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

## **Pupils**

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

## **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey In Love, the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the head-teacher. The head-teacher will discuss the request with parents and take appropriate action.

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

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

## **Monitoring arrangements**

The delivery of RSHE is monitored by A.Williams (HT) and C.Yates (RSHE coordinator) by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

## **Resources**

### **Early Years Foundation Stage**

- Journey In Love 2020
- The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Key Stage One**

- Journey In Love 2020

## **Key Stage Two**

- Journey In Love 2020
- Basic First Aid :- [www.sja.org.uk/get-advice/first-aid-lesson-plans/](http://www.sja.org.uk/get-advice/first-aid-lesson-plans/)  
:- [www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/](http://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/)

## **PHSE**

- The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Jigsaw – [www.jigsawphse.com](http://www.jigsawphse.com)

## **Internet Safety EYFS – KS2**

- CEOP – National Crime Agency Command [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources](http://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources)
- [www.teachertoolkit.co.uk/2018/02/01/azoomee/](http://www.teachertoolkit.co.uk/2018/02/01/azoomee/)
- Purple Mash scheme

## **Self-Care and Mental Wellbeing**

- [www.hobayneprimary.co.uk/self-care-activities-and-exercises-from-our-school](http://www.hobayneprimary.co.uk/self-care-activities-and-exercises-from-our-school)
- [www.roarresponse.com](http://www.roarresponse.com)
- [www.liverpoolcamhs.com/resources/schools-toolkit/](http://www.liverpoolcamhs.com/resources/schools-toolkit/)

## **Appendix 1**

### **Primary Relationships Education Statutory Learning Opportunities-Objectives taught through Jigsaw and Journey in Love**

#### **Families and people who care for me**

That families are important for children growing up because they can give love, security and stability	EYFS – YR2
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	EYFS
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	EYFS
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	YR4 YR5 YR6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	YR6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	YR2 YR5 YR6

### **Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	EYFS YR2 YR4 YR5 YR6
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Y2 -6
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	EYFS –YR2

### **Respectful relationships**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	YR1
Practical steps they can take in a range of different contexts to improve or support respectful relationships	YR2
The conventions of courtesy and manners	YR2
The importance of self-respect and how this links to their own happiness	EYFS – YR6
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	EYFS – YR6
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	YR3 – YR6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	YR3 YR5 YR6
The importance of permission-seeking and giving in relationships with friends, peers and adults	YR4 – YR6

### **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not	YR2 – YR6
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	YR3 – YR6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	YR3 – YR6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	YR4 – YR6
How information and data is shared and used online	YR5 YR6

### **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	YR1- YR6
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About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	EYFS – YR6
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	EYFS – YR6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Yr1 – Yr6
How to recognise and report feelings of being unsafe or feeling bad about any adult	EYFS – YR6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	EYFS – YR6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	EYFS – YR6
Where to get advice from e.g. family, school and/or other sources	EYFS – YR6

### **Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health	YR2
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	EYFS – YR3
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	YR1 – YR3
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	YR1 – YR4
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	YR2 – YR6
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	ALL
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	YR3 – YR6
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	YR3 – YR6
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	YR4, YR5, YR6
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	YR5, YR6

### **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	EYFS – YR6
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	YR2 – YR6

How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	YR3 – YR6
Why social media, some computer games and online gaming, for example, are age restricted	YR3 – YR6
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	YR3 – YR6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	YR3 – YR6
Where and how to report concerns and get support with issues online	YR2 – YR6

### **Physical health and fitness**

The characteristics and mental and physical benefits of an active lifestyle	EYFS – YR6
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	EYFS – YR6
The risks associated with an inactive lifestyle (including obesity)	YR5 YR6
How and when to seek support including which adults to speak to in school if they are worried about their health	YR3 – YR6

### **Healthy eating**

What constitutes a healthy diet (including understanding calories and other nutritional content)	YR2 YR5 YR6
The principles of planning and preparing a range of healthy meals	YR3 YR5 YR6
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	YR4 YR6

### **Drugs, alcohol and tobacco-Taught in Science**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	YR6
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### **Health and prevention**

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	YR6
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EYFS – YR6
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	EYFS – YR6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS – YR4
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	EYFS – YR6
The facts and science relating to allergies, immunisation and vaccination	YR5 YR6

### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	EYFS – YR6
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Concepts of basic first-aid, for example dealing with common injuries, including head injuries	YR3 – YR6

### **Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	YR5 YR6
About menstrual wellbeing including the key facts about the menstrual cycle	YR5 YR6

## **Appendix 2**

# Come and See and Relationship and Sex Education



## **Introduction**

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

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

<b>YEAR 5</b>		
<b>OURSELVES</b>	Created in the image and likeness of God	<ul style="list-style-type: none"> <li>• Talents and qualities you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>
<b>LIFE CHOICES</b>	Marriage, commitment and service	<ul style="list-style-type: none"> <li>• The ingredients of a good friendship</li> <li>• What fidelity means and how it applies to friendship</li> </ul>

		<ul style="list-style-type: none"> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship?</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What it means to be committed</li> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul>
<b>HOPE</b>	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things.</li> <li>• Why waiting is a mystery</li> <li>• How you can best use the time you spend waiting and what might help you</li> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between <i>hope</i> and <i>expect</i></li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul>
<b>MISSION</b>	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission?</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>
<b>MEMORIAL SACRIFICE</b>	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> <li>• Why memories are important</li> <li>• How it is possible to keep important memories alive</li> <li>• About sacrifice in daily life</li> </ul>
<b>SACRIFICE</b>	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>

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

YEAR 6		
<b>LOVING</b>	God who never stops loving	<ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> </ul>

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

<b>DEATH &amp; NEW LIFE</b>	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> <li>• The effect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>
<b>WITNESSES</b>	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> <li>• Examples of modern witnesses</li> <li>• The witness of a local charity,</li> </ul>
<b>HEALING</b>	Sacrament of the Sick	<p>Showing compassion and care for those who are ill</p> <p>Our attitude towards those people are ill in their minds</p> <p>Helping, caring and understanding those with a learning disability.</p> <ul style="list-style-type: none"> <li>• What gives a person comfort when they are very ill</li> <li>• Why people give time and commitment to caring for others</li> <li>• Why we care for the sick</li> <li>• The Sacrament of Anointing brings comfort to those who are sick</li> <li>• The Christian responsibility for caring for these in need</li> </ul>
<b>COMMON GOOD</b>	Work of Christians for the good of all	<p>How we build a fair and just world</p> <p>The difference between fairness and justice, unfairness and injustice</p> <p>Helping to promote the dignity and common good of one another</p> <p>Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"> <li>• The ways we can act justly, love tenderly and walk humbly with God</li> <li>• How Christians can work for the common good</li> <li>• Something about Catholic Social Teaching</li> </ul>

### Overview of RED Branches

Early Years to Year 4 have adopted the 'Religious Education Directory'. Below is an overview of the content and curriculum structures.

#### Overview of content

#### The Spiral Curriculum

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The structure invites teachers to expose pupils to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind

## **The Curriculum Structures**

The model curriculum has six components that will be known as branches.

Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

### **Branch 1 Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1)**

- In this branch, pupils will encounter the God who creates and calls a people.
- They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation.
- They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

### **Branch 2 Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1)**

- In this branch, pupils will learn that the prophets speak of God reaching to his people, calling them back into a relationship with him.
- In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ.
- They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ.
- Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

### **Branch 3 Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18)**

- In this branch, pupils will experience the ministry of Jesus, the Word of God.
- They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.
- They will learn about the call of the disciples and the nature of being a follower of Jesus.

### **Branch 4 Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3)**

- In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week.
- They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life.
- The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

**Branch 5 To the ends of the Earth: ‘Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit’ (Mt 28:19)**

- In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.
- They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

**Branch 6 Dialogue and encounter: ‘For “In him we live and move and have our being”’ (Acts 17:28)**

- In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.
- They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

### **Appendix 3**

#### **Statutory Science Curriculum**

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

#### **In Key Stage 1 children learn:**

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

#### **In Key Stage 2 children learn:**

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

### **Appendix 4**

The ‘No Outsiders’ programme recommended by the Arch Diocese promotes an ethos of inclusion and tolerance, and aims to prepare children for life in modern Britain. The recommended texts and activities support in the teaching of RSE to ensure coverage of sensitive topics such as diversity, transgender, sexual orientation, acceptance and bias, are taught and delivered sensitively to all children. The texts the children will look at and the draw upon that are taught each year and in year group are as follows.

#### **EYFS**

**Ten Little Pirates-To know boys and girls can play together**

**Blue Chameleon-To make a new friend To know everyone is different in my class**

Mommy Mama and Me-To celebrate my family  
The Family Book-To recognise all families are different  
Hello Hello-To say hello to others  
You Choose-To make my mind up and tell you things

#### Year 1

Elmer-To know ways we are different/To know how to make my class welcoming  
Going to the Volcano-To join in  
Want to play trucks?-To find ways to play together  
Hair-It's a Family Affair-To know we are different and to like the way we are  
Max the Champion-To know that you can't always see difference  
Errol's Garden-To know how to ask for help/To be able to work with different people

#### Year 2

Sooper Dooper you-To celebrate our uniqueness  
How to be a Lion-To have self confidence  
What the Jackdaw saw-To communicate in different ways  
Amazing-To know how to be a good friend/To understand what diversity is  
The Great Big Book of Families-To understand what diversity is  
All are Welcome-To know I belong

#### Year 3

The truth about old people-To recognise a stereotype  
Beegu-To know behaviour can make someone feel welcome or as an outsider  
Planet Omar-To know lots of different people live in Britain today  
The Hueys-To know why it is hard to be different and to know how to help someone be strong  
Suitcase-To understand human rights  
We're all Wonders-To understand what a bystander is

#### Year 4

Julian is a mermaid-To show acceptance  
Along came a different-To help someone accept difference  
Dogs don't do ballet-To choose when to be assertive  
King and King-To know that there are different types of relationships  
Aelfred and Albert-To know there are more things we have in common than divide us  
When sadness comes to call-To look after my mental health

#### Year 5

Rose Blanche or alternative-To know sometimes we have to make different decisions and can justify my decisions  
Kenny lives with Erica and Martina-To consider the consequences  
Mixed-To consider racist behaviour-To recognise when someone needs help  
How to heal a broken wing -To recognise when someone needs help  
And Tango makes three-To exchange dialogue and express an opinion  
The Girls-To know that sometimes friendships go wrong and to value the people around me

#### Year 6

The Island-To consider causes of racism

King of the Sky-To consider responses to immigration  
The Only way is badger-To consider language and freedom of speech  
Leaf-To overcome fears about difference  
Introducing Teddy-To show acceptance  
A Day in the Life of Marlon Bundo

RSHE Policy revised and amended by Carol Yates November 2025

# Emmaus Church of England and Catholic Primary School

## RSHE Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Physical</u> Children focus on their hands, others' eyes and faces	<u>Social</u> Children compare the body parts from the physical section. Comparison of similarities and differences	<u>Intellectual</u> Happy and sad feelings	<u>Emotional</u> Become sensitive to facial expressions	<u>Spiritual</u> Focus on the wonders of God's world	
Reception	<u>Physical</u> Does it matter if we are all different? Look at me- How am I different from you? Look at you-How are you different from me?  Ten Little Pirates	<u>Social</u> With whom do I play with at school/home? Why does x play with me? Name favourite games Blue Chameleon	<u>Intellectual</u> Is it important to have friends? Describe a good friend Mummy, mama and me	<u>Emotional</u> How do you feel about your friend? Do you both have other friends at school/home? Why do you play with them? The Family Book	<u>Spiritual</u> Is Jesus our friend? Read the story 'Jesus welcomes the Little Children' and talk about children being special to God.  Hello Hello	You Choose

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Physical</u> -Who is in my family? -How many children have babies in their family? -Babies come in different sizes -Babies change and grow at a fast pace.  Elmer	<u>Social</u> Ways of helping and caring at home.  Going to the Volcano	<u>Emotional</u> Sharing of emotions in the family.  Want to play trucks?	<u>Intellectual</u> Why do we need to grow up in families?  Hair-it's a family affair  Healthy Eating and exercise taught through Jigsaw (Healthy Me)	<u>Spiritual</u> We are members of God's family  Max the Champion  Healthy Teeth	Errol's Garden
Year 2	<u>Physical</u> -Do you belong to a community? -What other community do you belong to? -How do you belong to these communities?  Super Dooper You  Healthy Eating taught through science	<u>Social</u> -Is belonging to a community important? -What do we receive from the community we belong to? -What do we give to the community we belong to?  How to be a Lion	<u>Emotional</u> -How does a community help us to develop our feelings and emotions? -Are we always happy in our community? -Are we, as a community, sometimes sad or upset?  What the Jackdaw saw	<u>Intellectual</u> -Could people feel alone even though they belong to a community? -What would they miss out on? -What are the advantages of being on your own?  Amazing  Healthy Eating and nutrition taught through Jigsaw (Healthy Me)	<u>Spiritual</u> -If God is called 'Our Father' what does that make us? -As children of God how should we treat each other?  The Great Big book of families  Mental Health-The Boy, the mole, the fox and the horse	All are Welcome

<p><b>Year 3</b></p>	<p><u>Physical</u></p> <ul style="list-style-type: none"> <li>-Who takes care of me?</li> <li>-How do I look after myself? E.g. safety, crossing road, healthy eating</li> <li>-How am I changing?</li> </ul> <p>The truth about old people</p> <p>Healthy Eating taught through science</p>	<p><u>Social</u></p> <ul style="list-style-type: none"> <li>-How do I keep myself safe?</li> <li>-How do I help others to make and keep friends?</li> <li>-How do I take care of others?</li> </ul> <p>Beegu</p>	<p><u>Emotional</u></p> <ul style="list-style-type: none"> <li>-How do you feel when a friend is not there for you?</li> <li>-How do your friends feel when you are not there for them?</li> <li>-How can you be a more supportive friend?</li> </ul> <p>Planet Omar</p>	<p><u>Intellectual</u></p> <ul style="list-style-type: none"> <li>-Can you recognise the difference between being alone and being lonely?</li> <li>-To recognise the need for personal privacy. E.g. personal space</li> </ul> <p>The Hueys</p> <p>Healthy Eating taught through Jigsaw (Healthy Me)</p>	<p><u>Spiritual</u></p> <p>Read or sing the story of Zacchaeus who was an outcast. Jesus accepted him as a friend, welcomed and forgave him.</p> <ul style="list-style-type: none"> <li>-How can I forgive and include others as Jesus did?</li> <li>-Recognise what I like about my friends.</li> </ul> <p>Suitcase</p> <p>Mental Health-The Voices in my head</p>	<p>We are all wonders</p> <p>First Aid-Making an emergency call and head injury</p>
<p><b>Year 4</b></p>	<p><u>Physical</u></p> <ul style="list-style-type: none"> <li>-Recognise that all pupils grow and develop at a different rate</li> <li>-Name the different male and female body parts and introduce their various functions</li> <li>-Identify the development of the oconbaby in the womb</li> </ul> <p>Julian is a mermaid</p>	<p><u>Social</u></p> <ul style="list-style-type: none"> <li>-How do I learn to accept and celebrate who I am?</li> <li>-How do I accept difference in others?</li> <li>-How do I deal with difference and manage the conflicts that arise?</li> </ul> <p>Along came a Different</p>	<p><u>Emotional</u></p> <ul style="list-style-type: none"> <li>-How do I appreciate my own gifts, talents, achievements and all that makes me unique?</li> <li>-How do I appreciate others and the gifts they have been given?</li> <li>-How do I deal with the natural, negative emotions that present themselves?</li> </ul> <p>Dogs don't do ballet</p>	<p><u>Intellectual</u></p> <ul style="list-style-type: none"> <li>-Can I identify and name my feelings?</li> <li>-Do I know and understand what these feelings are?</li> <li>-How do I deal with what I feel, and can I analyse my feelings and actions?</li> </ul> <p>King and King</p> <p>Mental Health taught through Jigsaw (Healthy Me)</p>	<p><u>Spiritual</u></p> <p>-St Paul's teaching on love...</p> <p>Aelfred and Albert</p> <p>Healthy Teeth</p>	<p>When sadness comes to call</p> <p>First Aid-Making an emergency call and asthma</p>

Year 5	<u>Social and Emotional</u> -Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences, treatment by others, and our view of the world in which we live -Reflect on ways to become more sensitive to the emotional development of oneself and others.		<u>Spiritual</u> Sharing the wonder of change  Mixed  Sun Safety	<u>Physical and Intellectual</u> -Identify and celebrate the ways I have changed since birth -Discuss the external and internal changes which happen to boys and girls in puberty		The Girls  First Aid-Making an emergency call and bleeding
	Rose Blanche	Kenny lives with Erica		How to heal a broken wing  Healthy Eating taught through Jigsaw- (Healthy Me)	And Tango makes 3	
Year 6	<u>Physical</u> Conception of human life  The Island	<u>Emotional</u> Development of relationships  King of the Sky	<u>Social</u> Recognising signs of love expressed around us  The Only Way is Badger	<u>Intellectual and Spiritual</u> God causes new life to begin through the love that parents have for one another		A Day in the Life of Marlon Bundo  First Aid-Making an emergency call and choking  Healthy Eating taught through science.
				Leaf  Mental Health taught through Jigsaw (Healthy Me)	Introducing Teddy	

Journey in Love-blue

No Outsiders books-pink

First Aid-yellow- St John Ambulance resources

Healthy teeth, healthy eating, sun safety and mental health

(Healthy eating will be taught through science lessons and the Jigsaw topic (Healthy Me)

Mental Health will be taught through Jigsaw topics and through two additional books. In addition, Mental Health week and NSPCC resources will be used.

Sun Safety-Sun Safe School resources

Healthy Teeth-Oral Health Foundation resources