

# **Relationship and Sex Education Policy**

**Our Lady and St George's Catholic Primary and  
Nursery School**



**Reviewed on: October 2023**

**Approved By: Learning Committee**

**Date Approved: February 2020**

**Next Review Date: October 2024**

# **“Caritas Christi Urget Nos”**

Our expectations are underpinned by Gospel values, in keeping with our Mission Statement:

**With Jesus  
We Join Together  
to Love  
Listen  
Respect  
Learn and  
Enjoy**

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## **BRES Mission Statement**

*‘BRES serves the Kingdom of God in enabling the enablers to develop the growth in Faith, Knowledge and Understanding of God in schools’.*

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# **Sex and Relationship Education in the Primary School**

## **A Catholic Vision**

We are created by God in his image – male and female (Gen. 1:27). Thus, our sexuality is an integral part of our individuality. In order that children may grow healthily towards maturity, they need to be taught the implications of their gender and sexuality (Cf. CCC §1604; § FC37). Successful relationships can only be built when individuals are comfortable with themselves and are developing their self-knowledge.

“We must protect our children from ignorance and they should be given all the necessary information, and correct answers to their questions. Within the Christian community there is a real need for giving gradual and positive sexual education to our children. Each school, in consultation with governors, teachers and parents, should have or build a developmental programme which aims to help our young people to have a properly formed conscience, to enable them to make right judgements and to take the right actions in the many and varied situations in which they may find themselves.” (Bishops’ Conference of England 1987)

Our policy echoes St. John’s Gospel: “I have come that you might have life and have it to the full” (10:10) and St Irenaeus who said: “The glory of God is the human person fully alive”. To achieve this, we recommend the development of programmes in these areas:

Growing in friendship with:

- ourselves
- others
- the world
- and God

Relationship and Sex Education (RSE) provides a basis for children within which they can grow in confidence as people and become informed, thoughtful, responsible, healthy and safe members of society.

It encompasses PSHE and citizenship as well as relationship and sex education, drugs education, bullying awareness, safety, civic rights, duties and responsibilities, online safety, knowledge and understanding of scientific concepts and developing thinking skills.

It seeks to educate the whole person: spiritually, intellectually, morally, emotionally, socially, psychologically, and physically towards Christian maturity.

Children learn about relationships in the context of the Catholic faith. Every area of school life contributes to the education in personal relationships and helps young people learn to respect themselves and others, making safe, healthy and informed choices as they grow up and move with confidence from childhood through adolescence into adulthood.

## Aims

- Encourage children's growth in self respect, acknowledging we are all created in the likeness of God
- Help children develop an understanding that love is the central basis of relationships
- Provide relationship and sex education in the wider context of relationships
- Help children to develop a healthier, safer, informed lifestyle
- Prepare children to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God
- Enable children to develop a personal, moral compass and code rooted in Gospel values

## Relationship and Sex Education

Children are given opportunities to take part in activities which

- Encourage them to reflect on their own relationships in order to develop an understanding of themselves, their sexuality and that of others
- Help them acquire the skills necessary to develop and sustain relationships
- Develop self-confidence and self-esteem
- Help them to consider personal attitudes and make responsible decisions
- Present facts in an objective and balanced manner and use appropriate terminology
- Enable them to discuss issues without embarrassment or fear of ridicule
- Encourage them to discuss and challenge the message given out by their peers and the media
- Enable them to make informed decisions to help them to assess, avoid and manage risk
- Develop effective ways of resisting pressures including knowing when and where to get help
- Use assertiveness techniques to resist unhelpful pressure
- Develop skills to cope with emergency situations
- Help them to understand rules, rights and responsibilities (**Ready, Respectful and Safe - OLSG Behaviour Policy**)
- Enable them to consider different points of view
- Explore moral, social and cultural issues

Children learn about personal relationships through RE and Science as well as other areas of the curriculum by way of a cross curricular, integrated approach.

All children have equal access to education in personal relationships, including Sex Education, within the curriculum.

## Pedagogical Principles

The teaching about love and sexual relationships in our Catholic school is 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.

The RSE programme enshrines core pedagogical virtues. It is:

- **Progressive & Developmental**

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**

The RSE programme is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods are adapted and specialist resources and training is provided for those with particular needs. Children, especially those with special educational needs and disabilities, are not at any point withdrawn from RSE because of lack of resources, 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 is 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 is informed by the other. Each discipline speaks with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

- **Integrated**

The RSE programme ensures that there is correspondence between phases and across disciplines and also ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This is achieved by the home, parish and school working together to integrate the teaching of RSE.

- **Co-ordinated**

RSE is given the time and importance it deserves by those who plan and teach it in school. RSE is taken seriously by school leaders; led by the RE Coordinator who uses time and expertise to coordinate the subject with dedication and commitment at a senior level; is 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, the school ensures 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.

## RSE Curriculum

The curriculum is based on three core aims within which there is a broad overlap. The three themes are:

- **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.
- **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.
- **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.

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.

Each theme is broken down into Units of Work:

<b>Module 1</b>	<b>Created and Loved by God</b>
Units	Religious Understanding Me, my body, my health Emotional well-being Life cycles
<b>Module 2</b>	<b>Created to Love Others</b>
Units	Religious Understanding Personal Relationships Keeping Safe
<b>Module 3</b>	<b>Created to Live in Community</b>
Units	Religious Understanding Living in the Wider World

Within each Unit there are a number of planned sessions which are led in the classroom. The programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

The majority of the RSE programme is taught within the 'TenTen: Life to the Full Plus' RSE + PSHE Curriculum. Some aspects are also covered by the Come and See RE Curriculum, the 'Journey in love' RSE Scheme and Science Curriculum.

The RSE curriculum is taught through a range of teaching strategies, including appropriate images, pictures, diagrams, video clips, books, discussion, role-play and drama. Differentiation occurs according to the needs of the children including teacher/TA support, questioning, resources, paired/groupings, time given, tasks and outcome. See SEND policy.

The teaching of RSE is conducted in a supportive, welcoming environment where respect, trust, appropriateness and confidentiality is discussed before and after each session and adapted to the needs, age and suitability of the children. Questions are invited and according to the context of the learning, may be posed anonymously to preserve confidentiality and anonymity. Strategies are discussed with the children about the appropriateness of sharing their own and others' experiences using a sentence starter such as, 'Someone I know...'

### **Safeguarding**

When teaching any part of the RSE programme or any sensitive issues, children and young people who may give cause for concern or who are believed to be at risk are reported immediately to the school's Designated Safeguarding Leads and safeguarding procedures are closely followed. See the Safeguarding Policy.

### **CPD**

Staff training needs are consulted annually and the RE coordinator ensures that training needs are met. Resources and training is accessed as and when necessary in order to ensure staff are confident and skilled to teach the RSE curriculum effectively and that resources used are of a high quality. The school seeks guidance, resources and CPD from the Diocese, TenTen and regularly attend training sessions offered.

### **Assessment and Monitoring**

Assessment and evaluation is carried out by the class teacher, RE coordinator and SLT to ensure consistency with the school's policy. Pupils' knowledge, understanding and skills will be assessed through pupil self assessment, peer group assessment, teacher assessment and whole school monitoring programme which includes staff, parents and governors.

### **The Wider Community**

The school will make appropriate use of external agencies. External contributors include our community police officers and other health professionals who work with the school. Teachers work alongside visitors when they work in the classroom.

### **Confidentiality**

Relationship and sex education requires sensitive teaching which is matched in particular by the specific needs and concerns of children. Teachers use their professional judgement when addressing issues in relationship and sex education and careful consideration is given to the inevitable wide and varied experience and backgrounds of the children in the class. All teachers involved in relationship and sex education are required to be sensitive, credible and consistent.

The school will ensure that all staff are familiar with their legal and professional responsibilities.

### **The Governing Body**

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the relationship and sex education curriculum reflects the Church's teaching. Governors also, in consultation with staff and advisors, should be involved in the dialogue as to what materials might be used to teach RSE and PSHE.

## **The Role of Parents**

Recognising that parents are the primary educators of their children, the school will seek to support them in this task. The Governing body fully subscribes to the views of the Catholic Church. The Governors will always strive to ensure that parents are supported in their task. Parents are consulted and kept informed when any changes and developments are made to the RSE curriculum and policy. Guidance in the form of an Open Information Evening is offered to engage and support parents in this education.

Parents have the right to withdraw their children from the schools relationship and sex education programme but not from those areas which are expected to be covered in the Science National Curriculum. They are invited to discuss any concerns with the head teacher. They must notify the Governors if they decide to withdraw their child from the relationship and sex education programme. When a child is withdrawn from the programme, school will provide the necessary information and resources for parents to support the RSE education at home.

***‘Catholic parents turn to the Church to take up the task of providing guidance and suggestions for educating their children ... in childhood and adolescence’.***

*Truth and Meaning of Human Sexuality – Vatican Publication 1995.*

## **Other Policies and the Wider Curriculum**

This policy supports and complements a wide range of other policies including Behaviour, SEND, Teaching and Learning, Safeguarding, Science, Computing and E-Safety and RE. Learning about RSE is taught in a meaningful, relevant context using a cross-curricular context. Explicit teaching for RSE for year groups is outlined on termly mind maps, RE medium term plans and weekly subject planning.

## **Review**

This policy is updated annually.



## APPENDIX 1: One Page Overview

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community	
TOPIC	Religious Understanding <sup>9</sup>	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
<b>KEY STAGE ONE</b>	<b>Story</b> Sessions: Handmade With Love (Kester's Adventures)	Session 1: I Am Unique (Me)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 3: Super Susie Gets Angry	Session 1: What Am I Feeling?	Session 2: Treat Others Well...	
<b>KEY STAGE TWO</b>	<b>Story</b> Sessions: Designed for a Purpose (Kester's Adventures)	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others? Omitted from this
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?			Session 3: I Am Thankful	Session 2: When Things Feel Bad	Session 2: Cheating Online	
<b>UPPER KEY STAGE TWO</b>	<b>Story</b> Sessions: Made to Grow (Kester's Adventures)	Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (P1)	Session 1: Is God Calling You? Omitted from this	Session 1: Under Pressure	Session 1: Sharing Online	Session 1: Trinity House Omitted from this	Session 1: Reaching Out Omitted from this
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings	Session 2: Making Babies (P12) - May be omitted - May be set as a homeworking task with parents		Session 2: When Things Change Omitted from this	Session 2: Do You Want a Piece of Cake?	Session 2: Cheating Online	
		Session 3: Boys' Bodies	Session 3: Emotional Changes	Session 3: Menstruation		Session 3: Self-Talk	Session 3: Physical Contact		
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online						

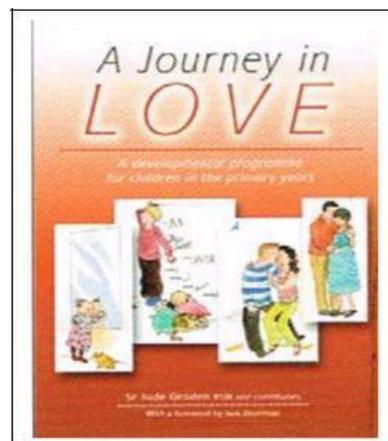
## JOURNEY IN LOVE

“Journey in Love” is the programme recommended in the Brentwood Diocese for the teaching of Sex and Relationship Education in Primary and Secondary Schools.

Each year it takes up a theme of love.

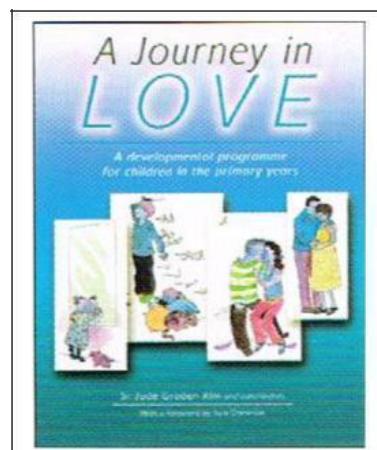
### PRIMARY:

- Nursery:** Wonder at God’s love
- Reception:** God loves each of us in our uniqueness
- Year 1:** We meet God’s love in our family
- Year 2:** We meet God’s love in the community
- Year 3:** How we live in God’s love
- Year 4:** God loves us in our differences
- Year 5:** God loves me in my changing and development
- Year 6:** The wonder of God’s love in creating new life



### SECONDARY:

- Year 7:** God calls us to love and respect ourselves
- Year 8:** God calls us to love and respect others
- Year 9:** God calls us to love and respect his gift of life
- Years 10-11:** God calls us to love and respect the dignity of each individual
- Years 12-13:** God calls us to love and respect in responsible loving relationships



## Theme 1: Created and Loved by God

EYFS & KS1

KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.1.1.1. Respectful of their own bodies and character          1.1.1.2. Appreciative for blessings          1.1.1.3. Grateful to others and to God          1.1.1.4. Patient when they do not always get what they want</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness          2.1.1.2. Appreciative for blessings          2.1.1.3. Grateful to others and to God          2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods          2.1.1.5. Discerning in their decision making          2.1.1.6. Determined and resilient in the face of difficulty          2.1.1.7. Courageous in the face of new situations and in facing their fears</p>
Religious understanding of the human person: loving myself	<p><b>Pupils should be taught:</b></p> <p>1.1.2.1. We are made by God and are special          1.1.2.2. We are all God's children          1.1.2.3. Ways of expressing gratitude to God          1.1.2.4. About the sacrament of Baptism</p>	<p><b>Pupils should be taught:</b></p> <p>2.1.2.1. We are special people made in the image and likeness of God          2.1.2.2. We are children of God with an innate dignity          2.1.2.3. God has created us for a purpose (vocation)          2.1.2.4. Life is precious and their body is God's gift to them          2.1.2.5. Prayer and worship are ways of nourishing their relationship with God          2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</p>

EYFS & KS1

KS2

Me, my body and my health	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>1.1.3.1. We are all unique individuals          1.1.3.2. We all have individual gifts, talents and abilities</p> <p><b>My body</b></p> <p>1.1.3.3. The names of the external parts of the body          1.1.3.4. The similarities and differences between girls and boys</p> <p><b>My Health</b></p> <p>1.1.3.5. How to maintain personal hygiene          1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy          2.1.3.2. Strategies to develop self-confidence and self-esteem          2.1.3.3. Each person has a purpose in the world          2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p><b>My body</b></p> <p>2.1.3.5. Their body will change and develop as they grow          2.1.3.6. About the growth and development of humans and the changes experienced during puberty          2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p><b>My health</b></p> <p>2.1.3.8. How to make informed choices that have an impact on their health</p>
Emotional well-being and attitudes	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>1.1.4.1. That we all have different likes and dislikes          1.1.4.2. A language to describe feelings</p> <p><b>Attitudes</b></p> <p>1.1.4.3. A basic understanding that feelings and actions are two different things          1.1.4.4. Simple strategies for managing feelings and behaviour          1.1.4.5. That choices have consequences</p>	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty          2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings          2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)          2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p><b>Attitudes</b></p> <p>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky          2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>

EYFS & KS1

KS2

Life cycles and fertility	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <p>2.1.5.1. How a baby grows and develops in its mother's womb          2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</p> <p><b>Fertility</b></p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle          2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>
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## Theme 2: Created to love others

EYFS & KS1

KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, "please" and "thank you"</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers</p> <p>2.2.1.6. Honest, committed to living truthfully and with integrity</p>
Religious understanding of human relationships: loving others	<p><b>Pupils should be taught:</b></p> <p>1.2.2.1. We are part of God's family</p> <p>1.2.2.2. All families are important</p> <p>1.2.2.3. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.4. Jesus cared for others</p> <p>1.2.2.5. That we should love other people in the same way Jesus loves us</p>	<p><b>Pupils should be taught:</b></p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</p> <p>2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment</p>
Personal Relationships	<p><b>Pupils should be taught:</b></p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. Families should be a place of love, security and stability.</p> <p>1.2.3.5. The importance of spending time with your family</p> <p>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</p> <p>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</p>	<p><b>Pupils should be taught:</b></p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. Marriage represents a formal and legally recognised commitment</p> <p>2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</p> <p>2.2.3.5. The characteristics of a healthy family life.</p> <p>2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised</p> <p>2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p>
Keeping safe and people who can help me	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p><b>People who can help me</b></p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p><b>People who can help me</b></p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>

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

EYFS & KS1

KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p><b>Pupils should be taught:</b></p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p><b>Pupils should be taught:</b></p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. 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>	<p><b>Pupils should be taught:</b></p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>