Archdiocese of Liverpool

Relationship, Sex and Health Education Policy (RSHE) 2025

Chair of Governors	Sam Dunning
Headteacher	Martin Burke
Date adopted: November 2025	**Review Date:** November 2026

RSHE
2025

"This is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential."

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 school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of 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

Our Lady of the Assumption Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic 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:

- RSHE as part of the PSHCE (Personal, Social, Health and Citizenship Education) programme.
- Issues surrounding RSHE covered through the 'Journey in Love' programme from Nursery to Year 6.
- All RSHE is age appropriate for the Primary School Curriculum.

(See also appendices at end of document which incorporates Come and See, DFE Statutory Relationships and Statutory Science)

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Our Lady of the Assumption 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 Our Lady of the Assumption 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

The statutory guidance from the Department for Education Equality Act 2010.

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 – M Burke, Headteacher, A Gill RE Subject Leader, C Benson PSHE Subject Leader using relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser/schools officers were invited to attend meetings about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic 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 Education Department to ensure that they meet with Catholic 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.

We have looked at the PSHE Association Primary Scheme of Work and Primary toolkit and adapted the All about me scheme.

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 headteacher. The headteacher 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 M Burke and A Gill 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

All About Me

The PSHE Association www.pshe-association.org.uk

Early Years Foundation Stage

Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage One

Journey In Love 2020

Key Stage Two

Journey In Love 2020

CEOP – National Crime Agency Command
www.thinkuknow.co.uk

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	Y1 Feelings and Special People Y2 Different Types of Families. Y6 Journey in Love.
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	Y2 Different Types of Families. Y3 Celebrating Achievements and Being Resilient. Y5 Bereavement and Loss
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	Y2 Different Types of Families. Y5 Bereavement and Loss. Y6 Journey in Love.
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	Y2 Different Types of Families.
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y2 Different Types of Families.
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Y2 Different Types of Families. Y3 What I Like.

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	Y1 Feelings and Special People. Y4 Respect. Y4 Falling Out and Making Up. Y5 Changes in friendships.
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y2 Feeling Included. Y4 Respect. Y4 Falling Out and Making Up. Y5 Changes in friendships.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y2 Feeling Included. Y4 Respect. Y4 Falling Out and Making Up. Y5 Changes in friendships.
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 Feeling Included. Y4 Respect. Y4 Falling Out and Making Up. Y5 Changes in friendships.
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	Y2 Feeling Included. Y4 Falling Out and Making Up.

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	Y2 Feeling Included. Y2 Caring for the Environment and Social Responsibility. Y3 Stereotypes. Y3 What I Like. Y5 Body Image.
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y4 Respect. Y6 Journey in Love.
The conventions of courtesy and manners	Y2 Feeling Included.

The importance of self-respect and how this links to their own happiness	Y1 Feelings and Special People. Y3 What I Like. Y4 Respect. Y5 Body Image.
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	Y2 Feeling Included. Y4 Respect.
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	Y4 Respect.
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Y3 Stereotypes. Y5 Fake News.
The importance of permission-seeking and giving in relationships with friends, peers and adults	Y3 What I Like.

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Y1 Staying Safe. Y6 E-safety and Social Media.
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	Y3 Safety Online.
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Y3 Safety Online. Y6 E-safety and Social Media.
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Y3 Safety Online. Y6 E-safety and Social Media.
How information and data is shared and used online	Y3 Safety Online. Y6 E-safety and Social Media.

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Y3 Safety Online. Y4 Falling Out and Making Up.
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	Y2 Healthy Bodies. Y3 Safety Online. Y6 E-safety and Social Media.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Y2 Healthy Bodies. Y3 What I Like. Y5 and Y6 Journey in Love.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Y1 Staying Safe. Y3 Safety Online.
How to recognise and report feelings of being unsafe or feeling bad about any adult	Y1 Staying Safe. Y4 Respect.
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Y1 Staying Safe. Y3 Safety Online. Y3 What I Like.
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Y1 Staying Safe. Y3 What I Like. Y5 Changes in friendships. Y6 Journey in Love.
Where to get advice from e.g. family, school and/or other sources	Y4 Falling Out and Making Up.

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	Y2 Healthy Minds. Y3 Celebrating Achievements and Being Resilient. Y6 Mental and emotional health.

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	Y1 Feelings and Special People Y2 Healthy Minds. Y2 Feeling Included. Y3 What I Like. Y6 Mental and emotional health.
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	Y1 Feelings and Special People. Y3 Celebrating Achievements and Being Resilient. Y3 What I Like. Y5 Bereavement and Loss.
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y1 Feelings and Special People Y2 Healthy Minds. Y3 Celebrating Achievements and Being Resilient. Y6 Mental and emotional health.
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Y1 Healthy me. Y1 All Around Us. Y2 Caring for the Environment and Social Responsibility. Y3 Being Part of a Community. Y3 Exercise. Y3 Celebrating Achievements and Being Resilient. Y5 Life in Plastic. Y6 Mental and emotional health.
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Y1 Healthy me. Y2 Healthy Bodies. Y2 Healthy Minds. Y3 Exercise. Y3 Celebrating Achievements and Being Resilient. Y3 What I Like. Y6 Mental and emotional health.
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Y2 Healthy Minds. Y6 Mental and emotional health.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y4 Respect.
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)	Y1 Staying Safe. Y3 Safety Online. Y3 Celebrating Achievements and Being Resilient. Y6 Mental and emotional health.
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	Y3 Celebrating Achievements and Being Resilient. Y6 Mental and emotional health.

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	Y3 Safety Online. Y6 E-safety and Social Media.
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	Y1 Healthy me. Y3 Safety Online. Y6 E-safety and Social Media.
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	Y6 E-safety and Social Media.
Why social media, some computer games and online gaming, for example, are age restricted	Y2 Healthy Minds. Y3 Safety Online.
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	Y3 Safety Online. Y5 Body Image. Y5 Changes in friendships. Y6 E-safety and Social Media.

How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y5 Body Image. Y6 Fake News.
Where and how to report concerns and get support with issues online	Y1 Healthy me. Y3 Safety Online. Y6 Fake News.

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	Y1 Healthy me. Y2 Healthy Bodies. Y3 Exercise. Y6 Mental and Emotional health.
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	Y2 Healthy Bodies. Y6 Mental and Emotional health.
The risks associated with an inactive lifestyle (including obesity)	Y3 Exercise. Y5 Body Image.
How and when to seek support including which adults to speak to in school if they are worried about their health	Y3 Exercise.

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	Y1 Healthy me. Y4 Nutrition and Dental Health. Y5 Body Image.
The principles of planning and preparing a range of healthy meals	Y4 Nutrition and Dental Health.
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)	Y4 Nutrition and Dental Health.

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Y1 Staying Safe. Y6 Drugs and alcohol education.

Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Y1 Healthy me. Y4 Nutrition and Dental Health.
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Y1 Healthy me
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Y2 Healthy Bodies. Y6 Mental and emotional health.
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Y1 Healthy me. Y4 Nutrition and Dental Health.
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	Y2 Healthy Bodies. Y5 Journey in Love.
The facts and science relating to allergies, immunisation and vaccination	Y2 Healthy Bodies.

Basic first aid

How to make a clear and efficient call to emergency services if necessary	Y4 Emergency Situations.
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Y4 Emergency Situations.

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	Y5 and Y6 Journey in Love
About menstrual wellbeing including the key facts about the menstrual cycle	Y5 Journey in Love.

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.

EARLY YEARS		
MYSELF	God knows and loves each one	• Each one's name is important • I am special and have a special name • I have a family name • Everyone is precious to God
WELCOME	Baptism a welcome to God's family	• How we are made to feel welcome • How do we show others that they are welcomed? • How is a baby welcomed into a family
BIRTHDAY	Looking forward to Jesus' birthday	• Why do we celebrate birthdays? • What a birthday is • What people do while they wait for a birthday • Some of the ways birthdays are celebrated
CELEBRATING	People celebrate in church	• Why is celebrating important? • What is good about celebrating together? • What a celebration is • Different elements of celebration • Different ways of celebrating
GATHERING	The parish family gathers to celebrate Eucharist	• Why do we gather together? • How we gather as a church/parish family • What are the things that are better done together and why • The importance of gathering

GROWING	Looking forward to Easter	• The ways in which we grow • That spring is a time when things begin to grow • The ways in which we can grow in love to be more like Jesus
GOOD NEWS	Passing on the Good News of Jesus	• How they and others feel when they have good news. • The joy and happiness the good news brings • That everyone has good news to share
FRIENDS	Friends of Jesus	• how friends make us feel happy, comfortable and glad • What breaks and mends friendships**:** • It is good to have friends • How we can change and say sorry and forgive each other
OUR WORLD	God's wonderful world	• How wonderful our world is • How we could make God's world even more wonderful • What would happen if we did not look after our world? • What we love about our world. • What fills us with wonder about our world. • Everyone shares God's world. • How we would feel if we did not work together to share God's world.

YEAR 1		
FAMILIES	God's love and care for every family	• How families show love and care for each other. • God's love and care for them and their families. • How God shows love and care for individuals, families and all of creation
BELONGING	Baptism an invitation to belong to God's family	• What it feels like to belong • The experience of belonging to their family and the Church family • How babies are welcomed into the Church family.? • Parents are blessed.
WAITING	Advent a time to look forward to Christmas	• How we feel when we are waiting • Why waiting can be difficult at times • Others may help us as we wait • We can help others.
SPECIAL PEOPLE	People in the parish family	• Special people help us • What makes a person special

		• How we can love and serve each other • There are people who do special jobs at Mass when the parish family gathers • Some of ways in which these people help
MEALS	Mass; Jesus' special meal	• What important for a happy meal • What makes a family meal special. • Preparation for a meal. • How we love and serve Jesus • How it is good to say thank you for our meals
CHANGE	Lent a time for change	• How the season change. • The ways we change and grow in love and kindness. • How we can change and make a new start in Lent.
HOLIDAYS AND HOLYDAYS	Pentecost: the feast of the Holy Spirit	• Why are holidays different from ordinary days • What makes holidays happy times • How holidays are times to relax and do something different • We should thank God for holidays and our wonderful world
BEING SORRY	God helps us to choose well	• Making choices that help us feel happy. • Making choices that make us feel unhappy. • What helps us to make good choices. • How would it be if everyone followed Jesus' new rule to 'love one another'. • Sometimes hard to say sorry and to forgive. • It is good to say sorry • The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.
NEIGHBOURS	Neighbours share God's world	• Who is our neighbour? • What makes a good neighbour • How we can be a good neighbour • What happens if someone is not a good neighbour

YEAR 2		
BEGINNINGS	God is present in every beginning	• How you feel when you begin anything new • Why some beginnings and easy and some are difficult • How we begin our day

		• How each day is a new beginning. • God cares for everyone. • God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	• The meaning and importance of some symbols in life. • The power of symbols to convey meaning • Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	• Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times? • What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	• The importance of books in our lives. • The need for books • How books can help us
THANKSGIVING .	Mass a special time for saying thank you to God for everything, especially Jesus	• How you feel when you thank others • How you feel when you are thanked • Why we thank God our Father • How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	• How each day offers opportunities for good • What helps a person choose well • The opportunity of Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	• The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus • How the Holy Spirit helps Christians • Jesus has promised us new life
RULES	Reasons for rules in the Christian family	• The importance for ourselves and others of keeping rules. • How rules are necessary in life • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others

		• The good feeling when people make up • The difference between doing something accidentally and on purpose. • The importance and helpfulness of examining your conscience every day. • A sorry prayer
TREASURES	God's treasure; the world	• What we treasure • What treasures do we share? • We are God's treasure • How we thank God for the treasures of our world • How we should treat the treasures of this earth

Year 3		
HOMES	God's vision for every family	• What makes a house a home • What makes home a special place for you • What makes a house a home • Why is family important • The respect of parents and children for one another • What do you like to do at home, on your own and as a family • What do people do for you at home, that makes you feel special • What is sometimes difficult about sharing and being part of a group at home • God's dream for every family • God is always there
PROMISES	The meaning of the commitment and promises made at Baptism	• What is good about being in a group • Why we have rules • The importance of making promises • How some promises are more difficult to keep than others • The link between the promises made the consequences of actions following the promise. • The role of parents and godparents in bringing up the child in the Faith • What it means to live a child of the Light
VISITORS	The coming of Jesus	• How we welcome visitors • How we feel as a visitor • The importance of preparing for visitors. • The joys and demands of visitors

JOURNEYS	Christian family's journey with Jesus	• Each year has its special times and seasons • Life is a journey • Who is with you on the journey • What makes it good • difficulties times in the life's journey • What/who helps • How we help one another on the journey
LISTENING & SHARING	Jesus gives himself to us in a special way	• The cost of sharing • The joys of sharing • The importance of listening well and sharing. • The joys and difficulties of listening and sharing • How feelings affect our own and others desire to listen and to share.
GIVING ALL	Lent a time to remember Jesus' total giving	• Why people are brave and give themselves to others • The demands of total giving in terms of time and giving up something you what to do • How people give themselves to others • Those in need and how we might help them. • Lent an opportunity for giving, growing in goodness. • Jesus' total giving
ENERGY	Gifts of the Holy Spirit	• The energy of wind and of fire. • The best use of power of wind and fire • The inspiration of the Holy Spirit • The power and energy of the Holy Spirit • The prayer to the Holy Spirit • The gifts of the Holy Spirit • Christians can use the gifts of the Holy Spirit to help others.
CHOICES	The importance of examination of conscience	• The meaning of choice and consequence • The importance of making good choices • What helps in making good choices • Consequences of choices • What it means to examine your conscience • How God is always forgiving

SPECIAL PLACES	Special places for Jesus and the Christian community	• How places become special? • What makes a place special? • Special places for you and your family? • Why is our heart a special place? • Keeping our world a special place? • Why do Christians want to keep the world a special pace?

YEAR 4		
PEOPLE	The family of God in Scripture	• The importance of families • Family relationships • Respect for those who gave us life.
CALLED	Confirmation a time to renew baptismal promises	• Our response to being chosen • What it feels like to be chosen • Why it is difficult to make a response in some situations • Giving up something else when you are chosen. • What help do you need to chose • The work of the Holy Spirit in our lives • The work of the Holy Spirit in the lives of Christians • What it is to live in the light of Christ • The commitment of people who respond to the call of God
GIFT	God's gift of love & friendship in Jesus	• What you value most about the gift of friendship • What you offer others in your friendship • Why the gift of love and friendship is important • The joys and demands of friendship • The commitment required by the gift of love and friendship.
COMMUNITY	life in the local Christian community: ministries in the parish	• The meaning of *community* • The advantages of being part of a *community?* • What helps to build up *community* • The demands of being part of a community? • Why people give time and service in helping others in their community • The causes of a breakdown of a *community* • How the parish community celebrates together and supports one another
GIVING & RECEIVING	Living in communion	• Your experience of giving and receiving.

		• The importance of giving and receiving? • The joys and demands of giving and receiving? • Why it is important to live in communion • Ways in which we live and grow in communion. • How the Eucharist challenges and enables living and growing in communion?
SELF DISCIPLINE	Celebrating growth to new life	• The experience of giving up something and be very disciplined for a good reason. • How to be self disciplined • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	• What you do when life is difficult • The experience of good news bringing life. and happiness. • How the power of the Holy Spirit helps Christians today
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	• What makes friendships strong • How decisions about friendship are informed by beliefs and values. • How friendships are built • How friendships may be restored when they have been broken • Sin and the importance of examining of your conscience • The greatest commandment, love of God and others • The meaning of contrition and of absolution • Forgiveness of others
GOD'S PEOPLE	Different saints show people what God is like.	• What makes a person do extraordinary things? • How ordinary people do extraordinary things. • The qualities you admire in others • How true happiness can be found • How you can do extraordinary things

YEAR 5		
OURSELVES	Created in the image and likeness of God	• Talents and qualities you admire in others • Your own talents and qualities and how you use them

		• Identify qualities in anyone else • How talents and qualities are developed. • We are made in the likeness of God • What being unique means • God's love for us • How Christians are called to live in peace. • How people are made in God's image and likeness might live
LIFE CHOICES	Marriage, commitment and service	• The ingredients of a good friendship • What fidelity means and how it applies to friendship • Responsibilities friends have for one another • Difficulties and joys of friendships • What is important for friendship to thrive • What it feels like to have faithful friend • Jesus' advice about relationship? • The importance of fidelity, loyalty and commitment in maintaining a friendship • The importance of commitment and responsibility in relationships. • What is means to be committed • The work of Christian service • The Sacrament of Marriage • The symbols of the promises and the blessing of rings • All are called to live in love and service
HOPE	Advent; waiting in joyful hope for Jesus; the promised one	• Your experience of waiting • How people wait in different ways, for different things. • Why waiting is a mystery • How you can best use the time you spend waiting and what might help you • What you think about when you are waiting for something exciting • How you behave when you are waiting • The difference between *hope* and *expect* • Why people wait with hope • The coming of Jesus at the end of time • Advent is a time of waiting hopefully
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	• The demands and joys being dedicated in your mission • Discovering your mission? • What inspires people in their mission • The joys and demands of engaging in a mission • The reasons why people what to help others. • How people carry out Jesus' mission today • Jesus' prayer for unity

MEMORIAL SACRIFICE	The Eucharist; the living memorial of Jesus	• Why memories are important • How it is possible to keep important memories alive • About sacrifice in daily life
SACRIFICE	Lent a time of giving in order to celebrate the sacrifice of Jesus	• How you feel when you give • How you feel when you refuse to give. • The cost of giving. • How people decide whether or not to give • How those decisions are informed by beliefs and values • The costs or rewards of giving can be • That Lent is a season of giving to prepare for the Easter
TRANSFORMATION	Celebration of the Spirit's transforming power	• How people can use the energy of their minds for the good of others. • How people can use time and physical energy for the well being of others and why they should. • How energy can transform • How we can use our energy to transform ourselves • How we can use the energy from the earth's resources in a fair and sustainable way. • How the power of the Holy Spirit helps Christians today
FREEDOM & RESPONSIBILITY	Commandments enable Christians to be free & responsible	• What freedom parents have a right to • What freedom children have a right to. • What is responsible and irresponsible behaviour. • How rules can bring freedom • How people know the boundaries that their personal freedom gives them. • How freedom and responsibility are linked. • How people's perception of what their freedom allows may conflict with the expectation of others. • How importance of the Ten Commandments for Christians today. • How the Beatitudes show us a positive way of life. • Jesus teaching on the greatest commandments, love of God and others.
STEWARDSHIP	The Church is called to stewardship of Creation	• What I really care about • Showing concern for what I care for • The meaning of stewardship • Understanding the wonders of God's creation • People are made in the image and likeness of God

		• Christians can be good stewards. • The Christian's responsibility to take care of, to be a steward of the earth • The importance of ecology

YEAR 6		
LOVING	God who never stops loving	• What unconditional love means • How love is shown • How you are loved and cared for • What members of your family do for each other • How you show love to others • How people have inspired and influenced you to show unconditional love to others • What it means to be truly loving • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving? • The scripture text that demonstrate God's unconditional love for everyone even when times are hard. • The challenge these passages present to Christians. • The Beatitudes and their meaning for today. • God's unconditional love and what this means. • By living in God's way, as Jesus showed us, we can grow in love.
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	• What it means to be committed? • Why people are committed? • The implications of lack of commitment • Whom shows commitment • How commitment affects the level of job satisfaction Responding to the call of Jesus Our mission in living out our baptismal vows
EXPECTATIONS	Jesus born to show God to the world	• The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down? • Patience is important in expectations • The difference between wishing and expecting. • The meaning of Advent
SOURCES	The Bible, the special book for the Church	• The kind of books which are the most helpful • Our lives are enriched by books.

		• The wonder of books and how they take a person beyond themselves • The presence of God in the words of Scripture • The care and reverence with which the Word of God is treated
UNITY	Eucharist enables people to live in communion.	• Why friendships are important • The most important value in friendship • What helps a friendship to flourish • The kinds of behaviour that break a friendship • Those affected when a friendship is broken • Mending broken friendships • Becoming one with Christ and one another in Holy Communion • The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	• The affect of loss in everyday life • The change it brought • What remained the same • What is the best way to cope with loss • How people cope with loss and death • How death brings new life • Lent, a time to remember the suffering and death of Jesus
WITNESSES	The Holy Spirit enables people to become witnesses	• When to be a witness • How to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses • The witness of a local charity,
HEALING	Sacrament of the Sick	Showing compassion and care for those who are ill Our attitude towards those people are ill in their minds Helping, caring and understanding those with a learning disability. • What gives a person comfort when they are very ill • Why people give time and commitment to caring for others • Why we care for the sick • The Sacrament of Anointing brings comfort to those who are sick • The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	How we build a fair and just world The difference between fairness and justice, unfairness and injustice Helping to promote the dignity and common good of one another Beatitudes; a guide from Jesus about how to live life.

		• The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good • Something about Catholic Social Teaching

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

Our Lady of the Assumption Catholic Primary School

Relationships, Sex and Health Education 2025.

Our Lady of the Assumption Catholic Primary School fully recognises its responsibilities for relationships, sex and health education (RSHE). The school adheres to guidance, policies and procedures laid down by the Archdiocese of Liverpool. The school teaches RSHE in the context of the teachings of the Catholic Faith.

There are five main aims:

1. To ensure that children are taught about relationships and sex in an age appropriate way taking into account the teachings of the Catholic Church.
2. To raise awareness of relationships and sex issues within the primary school.
3. To develop an atmosphere of trust where children feel comfortable in discussing issues with regard to RSHE.
4. To provide support for pupils may need additional advice or guidance.
5. To establish an environment in which children can learn and develop their understanding of RSHE.

The curriculum and RSHE.

- RSHE is part of the PSHCE (Personal, Social, Health and Citizenship Education) programme.
- Issues surrounding RSHE are covered through the 'Journey in Love' programme from Nursery to Year 6.
- All RSHE is age appropriate for the Primary School Curriculum.

How do the children learn about RSHE?

- We use a published programme called ***'Journey in Love'.***
- Children in all Year groups cover age related content from ***'Journey in Love'.***
- The school also uses the Collins 'My Life' programme to deliver other elements of health education and PSHE but all RSE is taught through ***'Journey in Love.'***
- Parents/ carers are involved in the process and can learn more about the programme/ materials through meetings with staff and the school website.
- Parents/ carers are given the option for children not to take part in the RSHE lessons.

A Journey in Love.

Nursery: ***Wonder at God's Love.*** *Know that God made us and our world. Know that we are important to Him.*

Reception: ***God loves each of us in our uniqueness.*** *Know that thereis no one more special than me. Know that God made me and loves me as I am.*

Year 1: ***We meet God's love in our family.*** *Know that as we grow we are Loved by our family. Know that as we grow we are also loved by God's family.*

Year 2: ***We meet God's love in the community.*** *Know that the Church is God's Family. Know that I am part of that family too.*

Year 3: ***How we live in love.*** *Understand what makes a good friend. Know that God is our best friend.*

Year 4: ***God loves us in our differences.*** *Know that God has made us different from one another. Know that God loves us in our differences.*

Year 5: ***God loves me in my changing and development.*** *Know that as we grow we will become different in our bodies, feelings and love of God.*

Year 6: ***The wonder of God's love in creating new life.*** *Know that we are made to love and to be loved. Learn the proper ways in which we show our love for one another and for God.*

NB. The Y5 curriculum includes changes in the body as we grow eg puberty and menstruation. Sexual Intercourse is only taught in Y6.

Are boys and girls taught together?

- Boys and girls are taught together and all pupils receive the same information.

Answering the Children's Questions.

- The children have opportunities to ask questions.
- Staff will answer questions if they are in line with school and Archdiocesan policies.
- If there are questions staff are not able to answer they will:
    1. Refer the question to another member of staff;
    2. Tell the children they will find out the answer;
    3. Speak to parents and suggest that they discuss the question/ issue with their child.

Do we teach the 'S' in RSHE?

- Sexual Intercourse is only taught in Y6. We closely follow the guidelines set out by the Liverpool Archdiocese.
- We will answer all the children's questions if we feel they are appropriate for their age or we will refer them to parents.

Answering Parents' Questions.

- Opportunities are provided for parents/ carers to ask questions at a meeting prior to the children's sessions.
- Parents/ carers are involved in the process and can learn more about the programme/ materials through meetings with staff and the school website.
- Alternatively, parents/ carers can call in to discuss any questions or issues raised with a senior member of staff by appointment.

The school follows procedures in this policy and those outlined by the Archdiocese of Liverpool.

The Governing Body of Our Lady of the Assumption Catholic Primary School and Nursery adopted this policy on 18th November 2025.

The policy will be reviewed annually. Please note, the policy will be updated in the meantime if additional advice is received from The Archdiocese.

Signed

Chair of Governors Headteacher