

Our Lady Queen of Peace Catholic Primary School

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



Relationships & Sex Education Policy

Agreed:

Date: November 2021

Review Date: November 2024



School Mission Statement

In our school we believe that each person is unique and created to flourish in God's image. We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

Consultation

This policy has been produced in consultation with staff and parents/carers.

- Parents meeting
- School council meeting
- Review of Relationships and Sex Education (RSE) curriculum content with staff and pupils
- Consultation with school nurse

Rationale

'I have come that you might have life and have it to the full'
(John 10.10)

We are involved in relationships and sex education 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, RSE will be firmly embedded in the PSHE 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 RSE 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 and support will be provided to help pupils deal with different sets of values.

Aim of RSE

In partnership with parents, we aim to provide children with a "positive and prudent sexual education"⁷ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

⁷ *Gravissimum Educationis* 1

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;

- joy in the goodness of the created world and their own bodies;
- responsibility for ones actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long love;
- recognising the importance of marriage and family life;

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups;

To develop the following knowledge and understanding:

- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

'These will be covered through five overlapping themes – moral, spiritual, physical, emotional and social development'.

Inclusion and Differentiated learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. These questions will be responded to in the context of the school's equality policy.

Statutory Curriculum Requirements

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSE

Three aspects of RSE - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular PSHE approach and a discreet RSE curriculum.

Programme / Resources

The main RSE programme will be *A Journey in Love*, McCrimmons 2008.

The PSHE curriculum will be followed which is cross curricular.

Assessment of RSE

RSE will be assessed as part of the PSHE curriculum framework using statements from Journey in Love.

Parents and Carers

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of any revision of the RSE programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the RSE programme are available upon request.

Parents have *the right to withdraw* their children from RSE excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis.

Teaching the Programme

Class teachers have the responsibility for teaching PSHE and, as such, the RSE curriculum.

On some occasions adults from other agencies will be used to deliver some aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

Whilst the curriculum will be taught across the whole year a greater emphasis on the sexual relationships (as age appropriate) will be in the summer term.

Other Roles and Responsibilities regarding RSE

Governors will:

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used:
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

PSHE/RSE Coordinator

The coordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Children's questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the head teacher.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and review of the policy

The RSE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils work. The programme will be evaluated biannually. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed biannually by the headteacher, RSE coordinator, the governing body and staff. The next review date is September 2019.

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Appendix 1

Programme and Resources used for Sex and Relationships Education

From Nursery to Year 6, we will be following 'A Journey in Love', a developmental programme for children in the primary years by Sr Jude Groden. This will be taught as a unit of work in the Summer term.

The focus will be as follows:-

Nursery

Wonder at God's Love

Children begin to know and understand that they are part of the wonder of God's love and creation.

Reception

God loves each of us in our uniqueness

Children know and understand that God has made them unique and that although we are different we are all special to him.

Year 1

We meet God's love in our family

Children know and understand that they are growing and developing as members of their own family and God's family.

Year 2

We meet God's love in the community

Children know and understand that they are growing and developing in a God-given community.

Year 3

How we live in love

Children know and understand the virtues essential to friendship e.g. loyalty and responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

Year 4

God loves in our differences

Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

Year 5

God loves me in my changing development

Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in their understanding of God's presence in their daily lives.

Year 6

The wonder of God's love in creating new life

Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

Appendix 2

Children will be taught the Science Programme of Study which includes **Animals and Humans**. (This is statutory unless otherwise stated.)

Year 1

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age

Notes and guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.

Year 6

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Notes and guidance (non-statutory)

- Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, I

Appendix 3

Primary Curriculum Framework for PSHE including RSE

June 2017

Diocese of Hexham and Newcastle Primary Curriculum Framework for PSHE including RSE

In March 2017 the Catholic Bishops' Conference of England and Wales published *Learning to Love: An Introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators*. This framework has been informed by *Learning to Love*. In a Catholic school all teaching about love and sexual relationships and the Catholic Church's teaching about what it is to be truly human in Christ and what it means to live well in relationship with others must be rooted in Gospel values (from which British values are derived). This curriculum framework is being offered to help schools deliver quality Relationships Education adhering to guidance from the Department for Education which states:

'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum' Sex and Relationship Education Guidance (Department for Education July 2000)

Structure

This PSHE/RSE curriculum framework, is offered as guidance, to be adapted by schools as required. It covers EYFS, KS1, lower KS2 and upper KS2 and it is based on five core themes within which there will be some overlap. It is adaptable to the age and ability of the pupils. The five themes are:

Moral (this explores the individual)

Children will learn: about the Christian belief to love self, made in the image and likeness of God, and an understanding of the importance of respecting, valuing and understanding themselves as the basis for personal relationships.

Spiritual (this explore the individual's approach to the world and relationships through their relationship with God)

Children will learn: about the Christian belief in a personal relationship with God which will guide their relationships with others.

Physical (this explores the individual's response to the world as they change and develop physically)

Children will learn: about how they change and grow. The changes that will take place in their body and rooted in the command to love, the basis of all Christian life.

Emotional (this explores the individual's relationships through their emotional responses and how to deal with them)

Children will learn: about the changes which happen in life, how to manage their feelings and behaviour rooted in Gospel values.

Social (this explores the individual's relationships with others in the local community and the wider world)

Children will learn: how human beings live in the wider community, including how to keep safe in situations with others and how to spread the Gospel for the good of individuals and the wider world.

This curriculum framework refers to resources being used across our Diocesan schools including *Come and See* and *Journey in Love*. It shows how and where the learning takes place using these resources. In addition, it shows where issues concerning safety and behaviour for example cyber bullying are covered in the curriculum.

There are some other suggested resources on the back page of this document.

	EYFS	KS1	LKS2	UKS2
Moral	I can: Say 'please' and 'thankyou'	I can: Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting	I can: Be courteous, showing good manners at home and in school	I can: Be courteous in my dealings with friends and strangers
	Say 'sorry'	Be forgiving, able to say sorry to mend relationships	Be forgiving, able to say sorry and not hold grudges against those who have hurt me	Be forgiving, developing the skills to allow reconciliation in relationships
	Talk about the good things in my life	Give thanks for the good things in my life	Be grateful to others for the good things in my life	Demonstrate my gratitude to others for the good things in my life through words and actions
		Look after myself and show respect to others	Be respectful of myself and others, recognising differences	Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics)
		Be honest, able to tell the truth about my actions	Be honest, able to be truthful in my relationships with others	Be honest, striving to live truthfully and with integrity, using good judgement
	Be patient when I do not always get what I want straight away	Accept that I do not always get what I want	Accept that I do not always get what I want and show an awareness of why this is	Be self-disciplined and able to delay or even deny myself
	Show care for others	Be caring, aware of the needs of others	Be caring, aware of the needs of others and responding to those needs	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help

	EYFS	KS1	LKS2	UKS2
Spiritual	I know: That I am made by God	I know: That I am special because I am made and loved by God	I know: That life is precious and given by God	I know: That we are all children of God and made in God's image and likeness
	That God loves me and I can talk to God through prayer	That prayer is listening to God as well as talking to Him	That I can spend time with God in prayer by myself and with others which helps me in life	That prayer and worship nourish my relationship with God and support my relationships with others
	That Jesus cares for me and I am part of God's family	That Catholics belong to the Church family and that Jesus cares for all	That belonging to the Church family means that I should love other people in the same way as Jesus does	That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching)
	That Jesus tells us to love one another	That Jesus tells us to forgive one another	That following Jesus' teaching on forgiveness can help me in my relationships my friends	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness
	What I am good at	That I have individual gifts, talents and abilities, given by God	That God wants me to use my individual gifts, talents and abilities	That each person has a purpose in the world and that God has created me for a particular purpose which involves commitment and self-giving (vocation)

Physical	I know: That I am living and growing	I know: That babies change and grow and that there are life stages from conception to death	I know: That my body is changing as I grow and some of the changes that occur throughout life	I know: The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty
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	EYFS	KS1	LKS2	UKS2
	That a baby grows inside its mother's womb before birth	That a baby moves as it grows in its mother's womb	How a baby grows and develops in its mother's womb	About the week by week development of the baby in its mother's womb
	I can: Identify living things	I can: Identify the needs of people and other living things	I can: Describe the needs of people and other living things, including the need to reproduce	How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle
	Name similarities and differences between myself and others	Describe the similarities and differences between different people (general)	Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions	About the differences between boys and girls with regard to puberty and reproduction
	Keep clean by washing and drying my hands	Say what I should do to keep my body healthy, (exercise, food, teeth, keeping clean)	Describe a healthy life-style, including physical activity, dental health, healthy eating and hygiene	About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating and hygiene

Emotional	I know: What I like and dislike	I know: That we all have different likes and dislikes	I can: Confidently say what I like and dislike	I can: Be confident in my relationships with my peers in various situations, including online
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	EYFS	KS1	LKS2	UKS2
		That how I act can have consequences	I know: That some behaviour is unacceptable	I know: That some behaviour is unacceptable, unhealthy or risky
	I can: Say how I feel at different times	I can: Name happy and sad times in my life	I can: Describe the wider range of my feelings	I can: Describe how my emotions may change and intensify as I grow and move through puberty
			Describe changes that happen in life e.g. loss, separation, divorce and bereavement	Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement
		Manage my feelings and behaviour	Cope with natural negative emotions and show resilience following setbacks	Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges
Social	I know: Who can help me in school	I know: Who to go to if I am worried or need help	I know: That I can go to a number of different people for help in different situations.	I know: That there are a number of different people and organisations I can go to for help in different situations and how to contact them

	EYFS	KS1	LKS2	UKS2
	That I belong to a family and can name my family members	That there are different family structures and these should be respected	That there are different types of relationships including those between acquaintances, friends, relatives and family	About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond
	When people are being unkind to me and others and how to respond	That there are different types of teasing and bullying which are wrong and unacceptable and how to respond	What bullying is (including cyber-bullying) and how to respond	How to report and get help if I encounter inappropriate materials or messages
		How my behaviour affects other people and that there are appropriate and inappropriate behaviours	That not all images, language and behaviour are appropriate	How to use technology safely
		Recognise the characteristics of positive and negative relationships	The difference between good and bad secrets	How to make informed choices in relationships
		How to use simple rules for resisting pressure when I feel unsafe or uncomfortable	How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	That my increasing independence brings increased responsibility to keep myself and others safe
	I can: Identify special people (family, carers, friends) in my life	I can: Recognise what makes people special	I can: Show care and concern for the special people in my life	I can: Show care and concern for the special people in my life and put their needs before my own

	EYFS	KS1	LKS2	UKS2
	Show friendly behaviour towards others	Be friendly and can make friends	Be friendly, able to make and keep friends	Be loyal, able to develop and sustain friendships
		Recognise that I belong to a variety of communities locally, nationally and globally	Show concern for the communities to which I belong , aware that my behaviour has an impact upon them	Be just and fair, acting with integrity to show understanding of the impact of my actions locally, nationally and globally
	Ask questions about the wider world	Show awareness of differences between my life and others in the wider world	Identify injustices in the wider world	Speak out about injustice in the wider world and what I can do to help

Curriculum Overview

EYFS

		Come and See	Journey in Love	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
Moral	I can: Say 'please' and 'thankyou'			19. I try to use words that make the world a better place	Managing feelings and behaviour (40-60+mths)	Picture my World resource	
	Say 'sorry'	Friends (Reconciliation-Summer term)		31. I know how to show I am sorry	Managing feelings and behaviour (40-60+mths)		International Day of Peace 21 September
	Talk about the good things in my life	Myself (Domestic Church Autumn term) Celebrating (Local Church-Spring term)				Picture My World resource	World Environment Day 5 June
	Be patient when I do not get what I want straight away				Managing feelings and behaviour (30-50mths)		
	Show care for others	Family (Domestic Church Autumn term) Friends (Reconciliation-Summer term)	God loves each of us in our uniqueness Reception p.14	27. I know how to help others when they are in trouble	Making relationships (22-36mths)		Fair Trade Fortnight February Refugee Week June

EYFS

		Come and See	Journey in Love	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
Spiritual	I know: That I am made by God	Myself (Domestic Church- Autumn term)	Wonder at God’s love Nursery p.7	1. We are all special		Picture my World resource	
	That God loves me and I can talk to God through prayer	All Topics	Wonder at God’s love Nursery p.10 God loves each of us in our uniqueness Reception p.14				
	That Jesus cares for me and I am part of God’s family	Myself (Domestic Church- Autumn term)					Universal children’s day 20 November
	That Jesus tells us to love one another	Friends (Reconciliation- Summer term)					
	What I am good at		God loves each of us in our uniqueness Reception p.12	2. I can say one good thing about myself	Self-confidence and self-awareness (40- 60+mths)	Picture My World	

EYFS

		Come and See	Journey in Love	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
Physical	I know: That I am living and growing	Growing (Lent/Easter Spring term)			The world (30 – 50mths)	Harvest Resources	
	That a baby grows inside its mother's womb before birth		God loves each of us in our uniqueness Reception p.14				International Women's Day
	I can: Identify living things				Understanding the world (30 – 50mths)		World Wildlife day 3 March
	Name similarities and differences between myself and others		Wonder at God's love Nursery p.8 God loves each of us in our uniqueness	35. I notice we are the same and we are different	The world (40-60+mths)		World Day for Cultural Diversity 21 June

EYFS

		Come and See	Journey in Love	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
			Reception p.11				
	Keep clean by washing and drying my hands				Health and self – care (30-50mths)		World Health Day 7 April World water day 22 March
Emotional	I know : What I like and dislike		Wonder at God’s love Nursery p.9		Self-confidence and self-awareness (40- 60+mths)	Picture my world	
	Say how I feel at different times		Wonder at God’s love Nursery p.9				

EYFS

		Come and See	Journey in Love	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
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Social	I know: Who can help me in school			25. I know when to ask for help and who to ask for help from	Self-confidence and self-awareness (30-50mths)		
	That I belong to a family and can name my family members	Myself (Domestic Church Autumn term	God loves each of us in our uniqueness Reception p.11		Understanding the world People and communities(22-36mths)		International Day of Families 15 May
	When people are being unkind to me or others and how to respond			5. I know what to do if I see anyone being hurt	Making relationships (30-50mths)		

EYFS

		Come and See	Journey in Love	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
	I can: Identify special people (family, carers, friends) in my life		God loves each of us in our uniqueness Reception p.12		Making relationships (30-50mths)		
	Show friendly behaviour towards others		God loves each of us in our uniqueness Reception p.13		Making relationships (30-50mths)		Fair Trade Fortnight February
	Ask questions about the wider world	Our World (Universal Church Summer term)			Understanding the world –the world (40-60+mths)	God’s Wonderful World linked to (Come and See Universal Church)	World Environment Day 5 June

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
Moral	I can: Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting			19. I try to use words that make the world a better place			
	Be forgiving, able to say sorry to mend relationships	Being Sorry Y1 Rules Y2 (Reconciliation Summer term)		31. I know how to show I am sorry 29. I try to forgive people when they hurt me			International day of Peace 21 September
	Give thanks for the good things in my life	Families Y1 Beginnings Y2 (Domestic Church Summer term)	We meet God's love in our family Y1 p.16	20. I try to appreciate the beauty and the wonder in the world around me		Picture My World resource A Day with Musa resource	World Environment Day 5 June

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Look after myself and show respect to others			13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	World Faith Week 22-29 October
	Be honest, able to tell the truth about my actions	Being Sorry Y1 Rules Y2 (Reconciliation Summer term)		31. I know how to show I am sorry			
	Accept that I do not always get what I want	Change Y1 Opportunities Y2 (Lent/ Easter Spring term)		23. I try to keep going when things get difficult and not give up hope			
	Be caring, aware of the needs of others	Holidays and Holydays Y1 Spread the Word Y2 (Pentecost Summer term)		13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	Refugee Week June International Day of Families 15 May

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
Spiritual	I know: That I am special because I am made and loved by God	Belonging Y1 Signs and Symbols Y2 (Baptism- Autumn term)	We meet God's love in our family Y1 p.18	1. We are all special			Universal Children's Day 20 November
	That prayer is listening to God as well as talking to Him	All Topics	We meet God's love in our family Y1 p.15-18 We meet God's love in the community Y2 p.19- 22				
	That Catholics belong to the Church family and that Jesus cares for all	Special People Y1 (Local church- Spring term) Neighbours Y1 (Universal Church- Summer term)	We meet God's love in the community Y2 p.19	15. I know I belong to a community that includes my school		Refugees resource Universal Church topics	World Refugee Day 20 June
	That Jesus tells us to forgive one another	Being Sorry Y1 Rules Y2 (Reconciliation- Summer term)		31. I know how to show I am sorry			International Day of Peace 21 September

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	That I have individual gifts, talents and abilities, given by God	Beginnings Y2 (Domestic Church- Autumn term)		2. I can say one good thing about myself			
Physical	I know: That babies change and grow and that there are life stages from conception to death	Change Y1 (Lent/Easter Spring term)	We meet God's love in our family Y1 p.15		Living things and their habitats Y2 Sc2/2.1b Animals including humans Y2 Sc2/2.3b		
	That a baby moves as it grows in its mother's womb	Waiting Y1 (Advent Autumn term)					International Women's Day 8 March
	I can: Identify the needs of people and other living things.				Animals including humans Y2 Sc2/2.3c		Human Rights Day 10 December
	Describe the similarities and differences between people (general)			35. I notice that we are the same and we are different		A Day with Musa resource	World Day for Cultural Diversity 21 June

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Say what I should do to keep my body healthy (exercise, food, teeth, keeping clean)			<p>9. I can tell you how I look after myself</p> <p>10. I think before I make choices that affect my health (circle time)</p>	Animals including humans Y2 Sc2/2.3c	<p>Health resource</p> <p>Water resource</p>	<p>World Health Day 7 April</p> <p>World Water Day 22 March</p>
Emotional	I know: That we all have different likes and dislikes					<p>A Day with Musa resource</p> <p>One Day One World resource</p>	
	That how I act can have consequences	Being Sorry Y1 Rules Y2 (Reconciliation Summer term)					
	I can: Name happy and sad times in my life	Being Sorry Y1 Rules Y2 (Reconciliation Summer term)	<p>We meet God's love in our family Y1 p.15</p> <p>We meet God's love in the community Y2 p.19</p>	3. I can say how I feel (circle time)			International Day of Families 15 May

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Manage my feelings and behaviour	Being Sorry Y1 Rules Y2 (Reconciliation Summer term)		3. I can say how I feel (circle time)			

Social	I know: Who to go to if I am worried or need help			25. I know when to ask for help and who to ask for help from			
	That there are different family structures and these should be respected	Families Y1 (Domestic Church Autumn term)	We meet God's love in the community Y2 p.19				Refugee Week June International Day of Families 15 May
	That there are different types of teasing and bullying which are wrong and unacceptable and how to respond			5. I know what to do if I see anyone being hurt 7. I try to stand up for myself and others			Anti-Bullying Week November Internet Safety Week February

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	How my behaviour affects other people and that there are appropriate and inappropriate behaviours	Rules Y2 (Reconciliation Autumn term)	We meet God's love in the community Y2 p.19				Anti-Bullying Week November Internet Safety Week February
	Recognise the characteristics of positive and negative relationships			26. I can recognise comfortable and uncomfortable feelings (circle time)			
	How to use simple rules for resisting pressure when I feel unsafe or uncomfortable			26. I can recognise comfortable and uncomfortable feelings (circle time)			Anti-Bullying Week November Internet Safety Week February
	I can: Recognise what makes people special.			1. We are all special		KS1 Bangladesh resource	International Day for Children 12 April
	Be friendly and can make friends			18. I cooperate with others in work and play. (circle time)			

Key Stage One

		Come and See	Journey in Love	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Recognise that I can belong to a variety of communities locally, nationally and globally	Special People Y1 Books Y2 (Local church Spring term) Neighbours Y1 (Universal Church-Summer term)		15. I know I belong to a community that includes my school		KS1 Bangladesh resource Laudato Si Care for our Common Home	Fair Trade Fortnight February
	Show awareness of differences between my life and others in the wider world	Neighbours Y1 (Universal Church-Summer term)	We meet God's love in the community Y2 p.19			Fair Trade Resource Laudato Si Care for our Common Home	Fair Trade Fortnight February

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Moral	I can Be courteous, showing good manners at home and in school			19. I try to use words that make the world a better place			
	Be forgiving, able to say sorry and not hold grudges against those who have hurt me	Choices Y3 Building Bridges Y4 (Reconciliation- Summer term)		33. I try to accept forgiveness from others		Peace and Conflict resource	International Day of Peace 21 September
	Be grateful to others for the good things in my life	Homes Y3 (Domestic Church- Autumn term)		20. I try to appreciate the beauty and the wonder in the world around me		One Day One World resource	World Environment Day 5 June
	Be respectful of myself and others, recognising differences		How we live in love Y3 p.23	33. I know what human dignity means and I show that I respect others		One Day One World resource	World Faith Week 22-29 October
	Be honest, able to be truthful in my relationships with others	Choices Y3 Building Bridges Y4 (Reconciliation -Summer term and Sacramental Preparation-Autumn term)	How we live in love Y3 p.25	31. I know how to show I am sorry			
	Accept that I do not always get what I want and show an awareness of why this is	Self-Discipline Y4 (Lent/Easter-Spring term)		10. I think before I make choices that affect my health			

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Be caring, aware of the needs of others and responding to those needs	Energy Y3 New Life Y4 (Pentecost-Summer term)		27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee Week June Fair Trade Fortnight 26 February

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Spiritual	I know: That life is precious and given by God	Homes Y3 People Y4 (Domestic Church-Autumn term) Other Faiths weeks	God loves us in all our differences Y4 p. 28 -32	35. I notice that we are the same and we are different 36. I try to be accepting of others		One Day One World	Universal Children’s Day 20 November International Day for Tolerance 16 November
	That I can spend time with God in prayer by myself and with others which helps me in life	All Topics	How we live in love Y3 p.23 God loves us in all our differences Y4 p.28-32				
	That belonging to the Church family means that I should love other people in the same way as Jesus does	Journeys Y3 Community Y4 (Local Church-Spring term) Called Y4 Baptism/Confirmation-Autumn term		15. I know I belong to a community that includes my school		Refugees resource Universal Church topics	Refugee Week June International Day of Families 15 May
	That following Jesus’ teaching on forgiveness can help me in my relationships my friends	Choices Y3 Building Bridges Y4 (Reconciliation-Summer term)	God loves us in all our differences Y4 p.30	33. I try to accept forgiveness from others			

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That God wants me to use my individual gifts, talents and abilities		God loves us in all our differences Y4 p.30	2. I can say one good thing about myself			
Physical	I know: That my body is changing as I grow and some of the changes that occur throughout life.		God loves us in all our differences Y4 p.28-32				Universal Children's Day 20 November International Day for Older Persons 1 October
	How a baby grows and develops in its mother's womb	Visitors Y3 (Advent-Autumn term)	God loves us in all our differences Y4 p.28-32				International Women's Day 8 March
	I can: Describe the needs of people and other living things, including the need to reproduce		God loves us in all our differences Y4 p.28-32				
	Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their		God loves us in all our differences Y4 p.28-32	35. I notice that we are the same and we are different		One Day One World resource	Universal Children's Day 20 November

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	functions						
	Describe a healthy life-style, including physical activity, dental health, healthy eating and hygiene.			9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Animals including humans Y3 Sc3/2.2		World Health Day 7 April World Toilet Day 19 November
Emotional	I can: Confidently say what I like and dislike		How we live in love Y3 p.26	2. I can say one good thing about myself		One Day One World resource	
	I know: That some behaviour is unacceptable		How we live in love Y3 p.26 God loves us in all our differences Y4 p.30-32	5. I know what to do if I see anyone being hurt		Global Neighbours resource Laudato Si Care for our Common Home	Holocaust Memorial Day 27 January World Environment Day 5 June

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	I can: Describe the wider range of my feelings		God loves us in all our differences Y4 p.30-32				
	Describe changes that happen in life e.g. loss, separation, divorce and bereavement	Community Y4 (Local church-Spring term)		3. I can say how I feel (circle time)			
	Cope with natural negative emotions and show resilience following setbacks		How we live in love Y3 p.26 God loves us in all our differences Y4 p.30-32	23. I try to keep going when things get difficult and not give up hope			
Social	I know: That I can go to a number of different people for help in different situations.		How we live in love Y3 p.23	25. I know when to ask for help and who to ask for help from			
	That there are different types of relationships including those between acquaintances,	People Y4 (Domestic Church-Autumn term)		35. I notice that we are the same and we are different			

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	friends, relatives and family						
	What bullying is (including cyber-bullying) and how to respond						Anti-Bullying Week November
	That not all images, language and behaviour are appropriate			26. I can recognise comfortable and uncomfortable feelings (circle time)			Internet Safety Week February
	The difference between good and bad secrets			15. I know I belong to a community that includes my school			
	How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online						Internet Safety Week February
	I can: Show care and concern for the special people in my life	Giving and Receiving Y4 (Eucharist-Spring term)	How we live in love Y3 p.23	18. I cooperate with others in work and play (circle time)			
	Be friendly, able to make and keep friends	Choices Y3 Building bridges Y4 (Reconciliation-Summer)	How we live in love Y3 p.24	18. I cooperate with others in work and play			

Lower Key Stage Two

		Come and See and Sacramental Preparation Education programme	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
		term)		(circle time)			
	Show concern for the communities to which I belong, aware that my behaviour has an impact upon them	Choices Y3 Building bridges Y4 (Reconciliation-Summer term) Other Faiths weeks	How we live in love Y3 p.23	18. I cooperate with others in work and play (circle time)		Climate and Environment Resource Fair Trade Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June
	Identify injustices in the wider world	Special Places Y3 God's People Y4 (Universal Church-Summer term)				Climate and Environment Resource Fair Trade Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Moral	I can: Be courteous in my dealings with friends and strangers			19. I try to use words that make the world a better place			
	Be forgiving, developing the skills to allow reconciliation in relationships	Freedom and Responsibility Y5 (Reconciliation-Summer term)		29. I try to forgive people when they hurt me			International day of Peace 21 September
	Demonstrate my gratitude to others for the good things in my life through words and actions	Ourselves Y5 Loving Y6 (Domestic Church-Autumn term)		20. I try to appreciate the beauty and the wonder in the world around me		One Day One World resource	World Environment Day 5 June
	Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics)	Ourselves Y5 (Domestic Church-Autumn term) Other Faiths weeks	God loves me in my changing and development Y5 p.33-36	36. I try to be accepting of others		One Day One World resource	One World Week October World Faith Week November
	Be honest, striving to live truthfully and with integrity, using good judgement			8. I try to be just and fair			

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Be self-disciplined and able to delay or even deny myself	Sacrifice Y5 Death and New Life Y6 (Lent/Easter-Spring term)				Advent and Lent Resources	
	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help	Sacrifice Y5 Death and New Life Y6 (Lent/Easter-Spring term)		27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee week June Fair Trade Fortnight February

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Spiritual	I know: That we are all children of God and made in God's image and likeness	Ourselves Y5 (Domestic Church-Autumn term)	God loves me in my changing and development Y5 p.33-36	1. We are all special		One Day One world resource	World Day for Cultural Diversity 21 June International Day for Tolerance 16 November
	That prayer and worship nourish my relationship with God and support my relationships with others	All topics	God loves me in my changing and development Y5 p.36 The wonder of God's love in creating new life Y6 p.44			CAFOD Assembly resources	
	That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching)	Common Good Y6 (Universal Church-Summer term) Mission Y5 (Local Church-Spring term) Unity Y6 (Eucharist-Spring term)		15. I know I belong to a community that includes my school		Universal Church Topic Year 6	Fair Trade Fortnight February Refugee week June

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness	Freedom and Responsibility Y5 Healing Y6 (Reconciliation-Summer term)		29. I try to forgive people when they hurt me 33. I try to accept forgiveness from others		Advent and Lent resources	International Day of Peace 21 September
	That each person has a purpose in the world and that God has created me for a particular purpose (vocation)	Life Choices Y5 Vocation and Commitment Y6 (Baptism/Belonging-Autumn term)				Oscar Romero resource	

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Physical	<p>I know: The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty</p>		<p>God loves me in my changing and development Y5 p.33-34</p>		Animals including humans Sc5/2.2a		<p>International Youth Day 12 August</p> <p>International Day for Older Persons 1 October</p>
	<p>About the week by week development of the baby in its mother's womb</p>		<p>The wonder of God's love in creating new life Y6 p.40-41</p>				<p>International Women's Day 8 March</p>
	<p>How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle</p>		<p>Y5 p.34 God loves me in my changing and development</p> <p>The wonder of God's love in creating new life Y6 p.40-41</p>				

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	About the differences between boys and girls with regard to puberty and reproduction		Y5 p.33-36 God loves me in my changing and development The wonder of God's love in creating new life Y6 p.37-39				
	About the impact that poor lifestyle choices can have on my health Including physical activity, dental health healthy eating and hygiene				Animals including humans SC6/2.2b		World Health Day 7 April World Toilet Day 19 November

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
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Emotional	I can: Be confident in my relationships with my peers in various situations, including online						Internet Safety Week February
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Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	I know: That some behaviour is unacceptable, unhealthy or risky			6. I understand that rights match responsibility			Internet Safety Week February
	I can: Describe how my emotions may change and intensify as I grow and move through puberty		God loves me in my changing and development Y5 p.35 The wonder of God's love in creating new life Y6 p.42-43	3. I can say how I feel			
	Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement	Death and New Life Y6 (Lent/Easter-Spring term)					
			God loves me in my changing and development Y5 p.35	9. I can tell you how I look after myself			Internet Safety Week February

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Social	I know: That there are a number of different people and organisations I can go to for help in different situations and how to contact them			25. I know when to ask for help and who to ask for help from			
	About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond	Other Faiths weeks		36. I try to be accepting of others		Global Neighbours resource	World Day for Cultural Diversity 21 May
	How to report and get help if I encounter inappropriate materials or messages			25. I know when to ask for help and who to ask for help from			Internet Safety Week February
	How to use technology safely						Internet Safety Week February

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	How to make informed choices in relationships		<p>God loves me in my changing and development Y5 p.35</p> <p>The wonder of God's love in creating new life Y6 p.42</p>				
	That my increasing independence brings increased responsibility to keep myself and others safe			6. I understand that rights match responsibility			Internet Safety Week February
	I can: Show care and concern for the special people in my life and put their needs before my own	Sacrifice Y5 Death and New Life Y6(Lent/Easter-Spring term)					
	Be loyal, able to develop and sustain friendships						
	Be just and fair, acting with integrity, understanding the impact of my actions locally, nationally and globally	Stewardship Y5 Common good Y6 (Universal Church-Summer term)				<p>Climate and Environment Resource</p> <p>Laudato Si Care for our Common Home</p>	<p>Fairtrade Fortnight February</p> <p>World Health Day 7 April</p> <p>World Environment Day 5th June</p>

Upper Key Stage Two

		Come and See	Journey in Love	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Speak out about injustice in the wider world and what I can do to help.	Stewardship Y5 Common good Y6 (Universal Church-Summer term)				Climate and Environment Resource Fair Trade Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June

Upper Key Stage Two

Resources referenced in this document:

Come and See – Sr Victoria Hummel – Matthew James Publishing Co Ltd

<http://www.comeandseere.co.uk/>

Early Learning Goals from Statutory Framework for Early Years/Foundation Stage

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Science Curriculum 2014 <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

A Journey in Love – Sr Jude Groden RSM McCrimmon Publishing Co Ltd

<http://www.mccrimmons.com/shop/relationships/>

CAFOD – Catholic Agency for Overseas Development <http://cafod.org.uk/Education/Primary-schools>

Statements to Live By – Nurturing Human Wholeness Through the Distinctive Catholic Tradition – Frank McDermott and Theresa Laverick

<http://www.anamcara.org.uk/Nurturing%20Human%20Whole.html>

PSHE guidance from PSHE Association

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.pshe-association.org.uk/>

Global Calendar

<https://globaldimension.org.uk/calendar/>

Suggested additional Resources

All That I Am - Relationships and Sex education for Upper KS2 published by the Archdiocese of Birmingham

<http://all-that-i-am.co.uk/>

Social and Emotional Aspects of Learning (SEAL) published by Department for Education - National Strategies

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009>

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