



Relationship, Sex, Health Education (RSHE)

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In RSHE we aim for all of our children to have an awareness of themselves and others within relationships and use these characteristics to support them in all areas of their lives. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for RSHE, recognising that the skills and knowledge they learn through RSHE can be used to have a positive impact on God's world around them.

To be able to be aware of themselves and others within relationships, children will need to build up the skills, knowledge and understanding of RSHE. They will need to understand and use the language of RSHE and apply these RSHE skills and knowledge across the curriculum, making connections both within RSHE and across other subjects too.

Implementation

Statement of Implementation:

The outcomes for RSHE set out in the statutory guidance: Relationships Education, Relationships Education and Sex Education (RSE) and Health Education are:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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



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- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults



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Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to



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our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.

- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.
- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)** – Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child. e.g. Restorative Stars role and training sessions from the Local Authority.

These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in RSHE at St Gregory's:

The St Gregory's Curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within RSHE and across other subjects too.



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RSHE lessons are taught discretely, by class teachers and are timetabled in across the year over six different weeks. Curriculum time is given from RE, PSHE and Science too as RSHE is closely linked to all of these subjects.

	Autumn 14 weeks	Spring 13 weeks	Summer 12 weeks
Years 1-6	- Creation (6th Sept – 24th Sept) <i>3 weeks</i> - Sacraments (27th Sept – 8th Oct) <i>2 weeks</i> - Prayers, Saints and Feasts (11th Oct – 5th Nov) <i>3 weeks</i> - TEN: TEN RHE Lessons (8th – 12th Nov) <i>1 week</i> - Judaism (15th – 19th Nov) <i>1 week</i> - TEN: TEN RHE Lessons (22nd – 26th Nov) <i>1 week</i> - Advent (29th Nov – 16th Dec) <i>3 weeks</i>	- Christmas (5th Jan – 14th Jan) <i>2 weeks</i> - TEN: TEN RHE Lessons (17th – 21st Jan) <i>1 week</i> - Revelation (24th Jan – 11th Feb) <i>3 weeks</i> - TEN: TEN RHE Lessons (14th – 18th Feb) <i>1 week</i> - Lent (28th Feb – 25th March) <i>4 weeks</i> - Holy Week (28th March – 7th April) <i>2 weeks</i>	- Easter (25th April – 20th May) <i>4 weeks</i> - Pentecost and Mission (23rd May – 17th June) <i>3 weeks</i> - TEN: TEN RHE Lessons (20th – 24th June) <i>1 week</i> - Islam (27th June – 8th July) <i>2 weeks</i> - TEN: TEN RHE Lessons (1st – 15th July) <i>1 week</i> - Go Givers Week (18th – 20th July) <i>1 week</i>
EYF5	- In the beginning (Term 1) - TEN: TEN RHE Lessons (8th – 12th Nov) <i>1 week</i> - Called and chosen (Term 2) - TEN: TEN RHE Lessons (22nd – 26th Nov) <i>1 week</i>	- Galilee to Jerusalem (Term 3) - TEN: TEN RHE Lessons (17th – 21st Jan) <i>1 week</i> - Desert to Garden (Term 4) - Judaism (Term 4) <i>1 week</i> - TEN: TEN RHE Lessons (14th – 18th Feb) <i>1 week</i>	- To the ends of the earth (Term 5) - TEN: TEN RHE Lessons (20th – 24th June) <i>1 week</i> - Life to the full (Term 6) - Islam (27th – 8th July) <i>1 week</i> - TEN: TEN RHE Lessons (1st – 15th July) <i>1 week</i>

We recognise that the foundations for our children having an awareness of themselves and others within relationships are laid in the Early Years Foundation Stage through all seven strands of the Early Years Framework. These are seen particularly in Personal, Social and Emotional Development where children are supported to be ready for the next stage in their education.

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the teaching team worked together to plan out curriculum coverage and then the subject leader identified the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning.

RSHE Curriculum Coverage

Our RSHE Curriculum is delivered using the Ten:Ten Scheme of Work. It REYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- Created and loved by God (this explores the individual) The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global (this explores the individual's relationships with the wider world) Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the RSHE content of the theme.

Here is the Yearly Overview:



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CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
TOPIC	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Handmade with Love	Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy?	Session 1 I Like, You Like, We All Like! Session 2 Good Feelings, Bad Feelings Session 3 Let's Get Real	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who? Session 2 You've Got a Friend in Me Session 3 Forever Friends	Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4: People Who Help Us	Session 1 God is Love Session 2 Loving God, Loving Others	Session 1 Me, You, Us
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
KEY STAGE ONE	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Let the Children Come	Session 1: I am Unique Session 2: Girls and Boys Session 3 & 4 (two sessions): Clean & Healthy	Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry	Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances Session 5: Can You Help Me? (can be split into 2)	Session 1: Three in One Session 2: Who is My Neighbour?	Session 1: The Communities We Live In
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
LOWER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Session 1: Get Up! Session 2: The Sacraments	Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3 (Yr4+) What is Puberty? Session 4 (Yr4+) Changing Bodies Session 5 (Yr4+) Discussion Groups - optional	Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful!	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others Session 2: When Things Feel Bad	Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body Session 4: Drugs, Alcohol and Tobacco Session 5: First Aid Heroes	Session 1: A Community of Love Session 2: What is the Church?	Session 1: How Do I Love Others?
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
UPPER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Calming the Storm	Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep	Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online	Session 1: Making Babies (P1) Session 2: Making Babies (P12) *Optional. See your Programme Coordinator Session 3: Menstruation	Session 1: Is God Calling You?	Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Self-Talk	Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices Session 6: Giving Assistance	Session 1: The Trinity Session 2: Catholic Social Teaching	Session 1: Reaching Out

This is an example yearly plan for EYFS:



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Week	Module and Unit	Session Title	Session Length (approx.)
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-minute sessions over 5 days
Spring I	EYFS, Module 1, Unit 2	Session 1: I Am Me	15 minutes
		Session 2: Heads, Shoulders, Knees and Toes	15 minutes
		Session 3: Ready Teddy?	15 minutes
Spring II	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	15 minutes
		Session 2: Good Feelings, Bad Feelings	15 minutes
		Session 3: Let's Get Real	15 minutes
Summer I	EYFS, Module 1, Unit 4	Session 1: Growing Up	15 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	15 minutes
		Session 2: Loving God, Loving Others	15 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	15 minutes

RSHE Progression of skills

The following progression interrogate the skills, knowledge and techniques required in each phase, considering age appropriate development and ensures progression is enabled through careful and informed planning.



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Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	Pupils should be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.

	EYFS & KS1	KS2
Me, my body and my health	Pupils should be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.1. The names of the external parts of the body 1.1.3.2. The similarities and differences between girls and boys My Health 1.1.3.3. How to maintain personal hygiene 1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating.	Pupils should be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) My health 2.1.3.8. How to make informed choices that have an impact on their health
Emotional well-being and attitudes	Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	Pupils should be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves Attitudes 2.1.4.5. That some behavior is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

	EYFS & KS1	KS2
Life cycles and fertility	Pupils should be taught: Life cycles 1.1.5.1. That there are life stages from birth to death	Pupils should be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age) Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova



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Theme 2: Created to love others

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you." 1.2.1.6. Honest, able to tell the difference between truth and lies	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honesty, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	Pupils should be taught: 1.2.2.1. We are part of God's family 1.2.2.2. That saying sorry is important and can help mend broken friendships 1.2.2.3. Jesus cared for others 1.2.2.4. That we should love other people in the same way Jesus loves us	Pupils should be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.3. The sacrament of marriage involves commitment and self-giving

Personal Relationships	Pupils should be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special. 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.5. To recognise when people are being unkind to them and others and how to respond. 1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.	Pupils should be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong. 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurized 2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.
Keeping safe and people who can help me	Pupils should be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation. People who can help me 1.2.4.5. Who to go to if they are worried or need help 1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.	Pupils should be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behavior are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond People who can help me 2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.6. How to report and get help if they encounter inappropriate materials or messages



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

EYFS & KS1		KS2	
Education in virtue	In a Catholic school, pupils are growing to be: 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	In a Catholic school, pupils are growing to be: 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	
Religious understanding of the importance of human communities	Pupils should be taught: 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	Pupils should be taught: 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ	
Living in the wider world	Pupils should be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behavior has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	Pupils should be taught: 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another	

RSHE Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is, therefore, a key consideration in RSHE planning. Key subject vocabulary is introduced at the appropriate time, building on prior knowledge. Key vocabulary is evident on individual lesson plans devised by Ten:Ten.

Planning

Teachers use the Long Term Plan allocated at the start of the year to then identify individual lessons. Ten:Ten produce individual lesson plans and resources for teachers.

Support for additional needs in RSHE

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within RSHE includes: deliberate talk partner choices and seating arrangements, targeted questioning, oracy and reading opportunities, pre-teaching of key vocabulary and concepts and attendance to SEAL intervention groups if the need arises.

Children are not removed for interventions during RSHE lessons.



Planning to challenge in RSHE

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in RSHE we are specifically looking for children who do this within the knowledge, skills and understanding in RSHE. It may be that a Greater Depth child in RSHE receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.

How are staff skilled to teach in RSHE

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to RSHE tends to be offered in response to staff needs and is based upon staff audits. It is delivered in groups or 1:1. Subject leadership time is given for this to take place.

RSHE staff meeting time was allocated to share the new scheme in 2020 and ongoing CPD is offered based on the needs of the staff. Due to the links with other subject areas, RSHE is often featured in a number of subject staff training sessions.



Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our RSHE curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

Our vision for RSHE is that each and every child sees themselves as having an awareness of themselves and others within relationships and use these characteristics to support them in all areas of their lives.

To assess how a child's journey through RSHE is progressing, we use a range of informal assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey. Due to the nature of RSHE, we believe that the best way to measure children's progress and development in RSHE is through conversations with children, staff and families.

To reflect on the impact that the RSHE curriculum is having on each child, we reflect holistically on each child in terms of how the learning that has taken place has impacted directly on relationships within school and at home.

Here are some of the ways we informally assess the children:

- At the start of each unit, the children carry out a baseline activity linked to the unit, this is then completed again at the end of the unit and aims for the children to reflect on their own learning and development during the duration of the unit.
- We are continually assessing and supporting our children's self-regulation abilities. We use the Zones of Regulation to support the children in being able to regulate and name their feelings giving immediate feedback when it is required and always once the child is regulated. Conversations to note are logged on our CPOMS system and followed up through intervention where required.
- Children are given the opportunity to consider their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies.
- During lesson visits, informal drop-in visits and pupil voice sessions, children are listened to and observed in relation to their RSHE development.
- During Pupil Progress sessions, time is spent discussing children's relationships as these will have a direct correlation on academic learning.
- For those children who have identified gaps within their RSHE development and understanding, interventions such as Social and Emotional Aspects of Learning (SEAL) are put in place to help close any gaps. These interventions happen weekly and link to a specific theme based on the needs of the children attending.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive pupil voice headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about RSHE at many levels.