



Archdiocese of  
Liverpool

## Relationship, Sex and Health Education Policy (RSHE)



St Anne's Catholic Primary School

<b>Chair of Governors</b>	Mike Shaw
<b>Headteacher</b>	Gill Murphy
<b>Date re-adopted AUT 2023</b>	<b>Review Date AUT 2024</b>

## **MISSION STATEMENT:**

*'The Friendship School, Following in the Footsteps of Jesus'*

## **STATEMENT of INTENT:**

At Saint Anne's Catholic Primary School, we teach our Catholic faith through the "Come and See" Catholic Religious Education Programme. At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. "Come and See" gives the pupils the opportunity to explore the mystery of faith through Scripture and our Religious Tradition.

Central to the programme are these three questions:

- Where do I come from? Life – Creation
- Who am I? Dignity – Incarnation
- Why am I here? Purpose – Redemption

"Come and See" helps our pupils to explore the beliefs, values and way of life that our Catholic faith asks of us. It supports the faith experience of all children because it starts with their real life experience and leads them to reflect upon the meaning of church, sacraments and the person Jesus in their lives.

Pupils are encouraged to develop their faith by regular prayer in class, Collective Worship, Reflection, celebration of Masses and other religious and liturgical celebrations throughout the year.

They are also encouraged to reflect upon social and moral issues, which affect our immediate and global communities. We believe that the aim of religious education is to contribute to the development of the children as individuals and valued members of society.

Our principal task is to help children to know, understand and appreciate the spiritual and religious dimension of life as expressed in the Catholic faith tradition and important aspects of other traditions. We endeavour to do this by giving pupils opportunities to develop spiritually, morally, intellectually, emotionally and physically, towards their full and unique potential, in the sight of God.

**In order to achieve this we will work together through relationships, curriculum, environment and worship.**

### **Relationships:**

We will have a consistent approach to discipline and behaviour-role models will lead by example.

There will be welcoming and caring atmosphere, we will listen to all concerns.

High standards will be modelled and expected by all.

We will be understanding and respectful to all members of the school community and support everyone.

We will sustain home, school, and parish links.

We will acknowledge and promote uniqueness and individual talents.

We will have positive attitudes and tolerance towards everyone.

We will celebrate success through rewards.

We will instil ownership and independence in our children and give opportunities for pupil voice.

We will promote democracy and encourage children to make the best choice.

### **Curriculum:**

We will provide a curriculum which is fun, exciting, challenging, dynamic and relevant to our children.

Curriculum leaders will strive to make their subject the best that it can be.

Everyone will show pride in their work.

The Gospel Values will be at the heart of our curriculum.

Our curriculum will celebrate cultural diversity.

### **Environment:**

We will show pride and respect in our school.

We will promote a calm working atmosphere.

Our school will feel safe and secure for all.

### **Worship:**

We will provide opportunities for outstanding collective worship across the school.

We will provide opportunities for the older children become leaders of worship.

Parents will be given lots of opportunity to share in school worship.

Our 'Come and See' curriculum will be creative, inclusive of other faiths and promotes the Gospel Values.

We will link closely with the Parish of St Matthew's.

Reverence will be modelled and instilled and quality time is given for reflection.

Children to go forth and this is visible in school life.

## **Rationale**

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

(Jn.10.10)

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

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

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education RSHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **Aim**

St Anne’s Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2021 which meets the ethos of its Catholic identity and mission.

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

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

The other aspects of the Statutory curriculum intent will be met by carefully following a mix of strategies to ensure that the children in St Anne’s Catholic Primary School receive an RSHE curriculum that is tailored towards their needs. (See Appendix 7)

## **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Anne's Catholic Primary School are to:

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

## **Statutory Requirements**

At St Anne's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

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

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

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

## **Policy Development**

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

1. Review – SLT, Mrs White (RSHE lead), Mrs McCormick (PSHE lead) including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations in staff meeting. (See Appendix 7 and 8)
3. Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser/schools officers were invited to attend meetings about the policy. (See Appendix 5 and 6)
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education through pupil voice questionnaires. (See Appendix 4)
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Definition**

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

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

## **Curriculum**

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

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal – Appendix 5)

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

See Appendix 7 – RSHE Curriculum Overview

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

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

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

Lessons have been planned throughout the year so that RSHE is complimented by other areas of the curriculum. (See Appendix 6)

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

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

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

- Being safe.

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

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training. We follow the 'No Outsiders in Our School,' to cover all aspects of the Equality Act 2013.

### **Equal Opportunities**

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

### **Roles and Responsibility**

#### **The Governing Body**

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

#### **The Headteacher**

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

#### **Staff**

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

Staff are responsible for:

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

#### **Pupils**

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

### **Parents' right to withdraw**

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

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

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

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

### **Monitoring arrangements**

The delivery of RSHE is monitored by Mrs Murphy (head teacher), Mrs White (RSHE lead) and Mrs McCormick (PSHE lead) by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

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

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

### **Resources**

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

#### **Early Years Foundation Stage**

Journey In Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

Ten:ten resources

No Outsiders in Our School

#### **Key Stage One**

Journey In Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

Ten:ten resources

No Outsiders in Our School

#### **Key Stage Two**

Journey In Love 2020



The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

Ten:ten resources

No Outsiders in Our School

CEOP – National Crime Agency Command

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## **Appendix 1**

### **Primary Relationships Education Statutory Learning Opportunities**

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

That families are important for children growing up because they can give love, security and stability	All year groups
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	All year groups
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	All year groups
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	All year groups
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 2 Year 5
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All year groups

#### **Caring friendships**

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

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	All year groups
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### **Respectful relationships**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	All year groups
Practical steps they can take in a range of different contexts to improve or support respectful relationships	All year groups
The conventions of courtesy and manners	All year groups
The importance of self-respect and how this links to their own happiness	All year groups
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	All year groups
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	All year groups
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	All year groups

### **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not	Year 3 Year 4 Year 5 Year 6
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	Year 3 Year 4 Year 5 Year 6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Year 2 Year 3 Year 4 Year 5 Year 6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Year 3 Year 4 Year 5 Year 6
How information and data is shared and used online	Year 5 Year 6

### **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 3 Year 4 Year 5 Year 6
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	All year groups
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	All year groups
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	All year groups
How to recognise and report feelings of being unsafe or feeling bad about any adult	All year groups
How to ask for advice or help for themselves or others, and to keep trying until they are heard	All year groups
How to report concerns or abuse, and the vocabulary and confidence needed to do so	All year groups
Where to get advice from e.g. family, school and/or other sources	All year groups

### **Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health	All year groups
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	All year groups
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	All year groups
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	All year groups
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	All year groups
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	All year groups
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	All year groups
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	All year groups

Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	All year groups
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	All year groups

### **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	All year groups
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Year 3 Year 4 Year 5 Year 6
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Year 3 Year 4 Year 5 Year 6
Why social media, some computer games and online gaming, for example, are age restricted	All year groups
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Year 3 Year 4 Year 5 Year 6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Year 4 Year 5 Year 6
Where and how to report concerns and get support with issues online	All year groups

### **Physical health and fitness**

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

### **Healthy eating**

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

### **Drugs, alcohol and tobacco**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Year 4 Year 5 Year 6
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### **Health and prevention**

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Year 3 Year 4 Year 5 Year 6
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Year 3 Year 4 Year 5 Year 6
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Year 3 Year 4 Year 5 Year 6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	All year groups
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	All year groups
The facts and science relating to allergies, immunisation and vaccination	All year groups

### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	Year groups
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Year 3 Year 4 Year 5 Year 6

### **Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 5 Year 6
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5 Year 6

**Appendix 2**

Come and See and  
Relationship and Sex Education



## Introduction

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

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

<b>EARLY YEARS</b>		
<b>MYS ELF</b>	God knows and loves each one	<ul style="list-style-type: none"> <li>• Each one's name is important</li> <li>• I am special and have a special name</li> <li>• I have a family name</li> <li>• Everyone is precious to God</li> </ul>
<b>WEL COM E</b>	Baptism a welcome to God's family	<ul style="list-style-type: none"> <li>• How we are made to feel welcome</li> <li>• How do we show others that they are welcomed?</li> <li>• How is a baby welcomed into a family</li> </ul>
<b>BIRT HDA Y</b>	Looking forward to Jesus' birthday	<ul style="list-style-type: none"> <li>• Why do we celebrate birthdays?</li> <li>• What a birthday is</li> <li>• What people do while they wait for a birthday</li> <li>• Some of the ways birthdays are celebrated</li> </ul>
<b>CEL EBR ATIN G</b>	People celebrate in church	<ul style="list-style-type: none"> <li>• Why is celebrating important?</li> <li>• What is good about celebrating together?</li> <li>• What a celebration is</li> <li>• Different elements of celebration</li> <li>• Different ways of celebrating</li> </ul>

<b>GAT HER ING</b>	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> <li>• Why do we gather together?</li> <li>• How we gather as a church/parish family</li> <li>• What are the things that are better done together and why</li> <li>• The importance of gathering</li> </ul>
<b>GRO WIN G</b>	Looking forward to Easter	<ul style="list-style-type: none"> <li>• The ways in which we grow</li> <li>• That spring is a time when things begin to grow</li> <li>• The ways in which we can grow in love to be more like Jesus</li> </ul>
<b>GOO D NEW S</b>	Passing on the Good News of Jesus	<ul style="list-style-type: none"> <li>• How they and others feel when they have good news.</li> <li>• The joy and happiness the good news brings</li> <li>• That everyone has good news to share</li> </ul>
<b>FRIE NDS</b>	Friends of Jesus	<ul style="list-style-type: none"> <li>• how friends make us feel happy, comfortable and glad</li> <li>• What breaks and mends friendships:</li> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>
<b>OUR WO RLD</b>	God's wonderful world	<ul style="list-style-type: none"> <li>• How wonderful our world is</li> <li>• How we could make God's world even more wonderful</li> <li>• What would happen if we did not look after our world?</li> <li>• What we love about our world.</li> <li>• What fills us with wonder about our world.</li> <li>• Everyone shares God's world.</li> <li>• How we would feel if we did not work together to share God's world.</li> </ul>



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YEAR 1		
<b>FAMILIES</b>	God's love and care for every family	<ul style="list-style-type: none"> <li>• How families show love and care for each other.</li> <li>• God's love and care for them and their families.</li> <li>• How God shows love and care for individuals, families and all of creation</li> </ul>
<b>BELONGING</b>	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> <li>• What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family.?</li> <li>• Parents are blessed.</li> </ul>
<b>WAITING</b>	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> <li>• How we feel when we are waiting</li> <li>• Why waiting can be difficult at times</li> <li>• Others may help us as we wait</li> <li>• We can help others.</li> </ul>
<b>SPECIAL PEOPLE</b>	People in the parish family	<ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul>
<b>MEALS</b>	Mass; Jesus' special meal	<ul style="list-style-type: none"> <li>• What important for a happy meal</li> <li>• What makes a family meal special.</li> <li>• Preparation for a meal.</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>

<b>CHANGE</b>	Lent a time for change	<ul style="list-style-type: none"> <li>• How the season change.</li> <li>• The ways we change and grow in love and kindness.</li> <li>• How we can change and make a new start in Lent.</li> </ul>
<b>HOLIDAYS AND HOLIDAYS</b>	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days</li> <li>• What makes holidays happy times</li> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>
<b>BEING SORRY</b>	God helps us to choose well	<ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices.</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'.</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> <li>• The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.</li> </ul>
<b>NEIGHBOURS</b>	Neighbours share God's world	<ul style="list-style-type: none"> <li>• Who is our neighbour?</li> <li>• What makes a good neighbour</li> <li>• How we can be a good neighbour</li> <li>• What happens if someone is not a good neighbour</li> </ul>

<b>YEAR 2</b>		
<b>BEGINNINGS</b>	God is present in every beginning	<ul style="list-style-type: none"> <li>• How you feel when you begin anything new</li> </ul>

		<ul style="list-style-type: none"> <li>• Why some beginnings and easy and some are difficult</li> <li>• How we begin our day</li> <li>• How each day is a new beginning.</li> <li>• God cares for everyone.</li> <li>• God being present in all new beginnings</li> </ul>
<b>SIGNS &amp; SYMBOLS</b>	Signs and symbols used in Baptism	<ul style="list-style-type: none"> <li>• The meaning and importance of some symbols in life.</li> <li>• The power of symbols to convey meaning</li> <li>• Some of the signs and symbols in daily life</li> </ul>
<b>PREPARING</b>	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> <li>• Why is it necessary to prepare?</li> <li>• What would happen if you didn't prepare?</li> <li>• How you feel when you are preparing for special times?</li> <li>• What is the best way to prepare for Jesus' coming?</li> </ul>
<b>BOOKS</b>	The books used in Church	<ul style="list-style-type: none"> <li>• The importance of books in our lives.</li> <li>• The need for books</li> <li>• How books can help us</li> </ul>
<b>THANKSGIVING</b>	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> <li>• How you feel when you thank others</li> <li>• How you feel when you are thanked</li> <li>• Why we thank God our Father</li> <li>• How the parish family can spread the message of thanksgiving and peace.</li> </ul>
<b>OPPORTUNITIES</b>	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> <li>• How each day offers opportunities for good</li> <li>• What helps a person choose well</li> </ul>

		<ul style="list-style-type: none"> <li>• The opportunity of Lent offers to make a new start.</li> </ul>
<b>SPREAD THE WORD</b>	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> <li>• The importance of messages in daily life</li> <li>• The responsibility of passing on messages</li> <li>• The new life of Jesus</li> <li>• How the Holy Spirit helps Christians</li> <li>• Jesus has promised us new life</li> </ul>
<b>RULES</b>	Reasons for rules in the Christian family	<ul style="list-style-type: none"> <li>• The importance for ourselves and others of keeping rules.</li> <li>• How rules are necessary in life</li> <li>• How it is sometimes hard to say sorry</li> <li>• How it is sometimes hard to forgive others</li> <li>• The good feeling when people make up</li> <li>• The difference between doing something accidentally and on purpose.</li> <li>• The importance and helpfulness of examining your conscience every day.</li> <li>• A sorry prayer</li> </ul>
<b>TREASURES</b>	God's treasure; the world	<ul style="list-style-type: none"> <li>• What we treasure</li> <li>• What treasures do we share?</li> <li>• We are God's treasure</li> <li>• How we thank God for the treasures of our world</li> <li>• How we should treat the treasures of this earth</li> </ul>

<b>HOMES</b>	God's vision for every family	<ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul>
<b>PROMISES</b>	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> <li>• What is good about being in a group</li> <li>• Why we have rules</li> <li>• The importance of making promises</li> <li>• How some promises are more difficult to keep than others</li> <li>• The link between the promises made the consequences of actions following the promise.</li> <li>• The role of parents and godparents in bringing up the child in the Faith</li> <li>• What it means to live a child of the Light</li> </ul>
<b>VISITORS</b>	The coming of Jesus	<ul style="list-style-type: none"> <li>• How we welcome visitors</li> <li>• How we feel as a visitor</li> <li>• The importance of preparing for visitors.</li> <li>• The joys and demands of visitors</li> </ul>

<b>JOURNEYS</b>	Christian family's journey with Jesus	<ul style="list-style-type: none"> <li>• Each year has its special times and seasons</li> <li>• Life is a journey</li> <li>• Who is with you on the journey</li> <li>• What makes it good</li> <li>• difficulties times in the life's journey</li> <li>• What/who helps</li> <li>• How we help one another on the journey</li> </ul>
<b>LISTENING &amp; SHARING</b>	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> <li>• The cost of sharing</li> <li>• The joys of sharing</li> <li>• The importance of listening well and sharing.</li> <li>• The joys and difficulties of listening and sharing</li> <li>• How feelings affect our own and others desire to listen and to share.</li> </ul>
<b>GIVING ALL</b>	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> <li>• Why people are brave and give themselves to others</li> <li>• The demands of total giving in terms of time and giving up something you what to do</li> <li>• How people give themselves to others</li> <li>• Those in need and how we might help them.</li> <li>• Lent an opportunity for giving, growing in goodness.</li> <li>• Jesus' total giving</li> </ul>
<b>ENERGY</b>	Gifts of the Holy Spirit	<ul style="list-style-type: none"> <li>• The energy of wind and of fire.</li> <li>• The best use of power of wind and fire</li> <li>• The inspiration of the Holy Spirit</li> <li>• The power and energy of the Holy Spirit</li> <li>• The prayer to the Holy Spirit</li> <li>• The gifts of the Holy Spirit</li> <li>• Christians can use the gifts of the Holy Spirit to help others.</li> </ul>

<b>CHOICES</b>	The importance of examination of conscience	<ul style="list-style-type: none"> <li>• The meaning of choice and consequence</li> <li>• The importance of making good choices</li> <li>• What helps in making good choices</li> <li>• Consequences of choices</li> <li>• What it means to examine your conscience               <ul style="list-style-type: none"> <li>• How God is always forgiving</li> </ul> </li> </ul>
<b>SPECIAL PLACES</b>	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> <li>• How places become special?</li> <li>• What makes a place special?</li> <li>• Special places for you and your family?</li> <li>• Why is our heart a special place?</li> <li>• Keeping our world a special place?</li> <li>• Why do Christians want to keep the world a special place?</li> </ul>

<b>YEAR 4</b>		
<b>PEOPLE</b>	The family of God in Scripture	<ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>
<b>CALLED</b>	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> <li>• What help do you need to choose</li> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> </ul>

		<ul style="list-style-type: none"> <li>• The commitment of people who respond to the call of God</li> </ul>
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> <li>• What you value most about the gift of friendship</li> <li>• What you offer others in your friendship</li> <li>• Why the gift of love and friendship is important</li> <li>• The joys and demands of friendship</li> <li>• The commitment required by the gift of love and friendship.</li> </ul>
COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> <li>• The meaning of <i>community</i></li> <li>• The advantages of being part of a <i>community</i>?</li> <li>• What helps to build up <i>community</i></li> <li>• The demands of being part of a community?</li> <li>• Why people give time and service in helping others in their community</li> <li>• The causes of a breakdown of a <i>community</i></li> <li>• How the parish community celebrates together and supports one another</li> </ul>
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> <li>• Your experience of giving and receiving.</li> <li>• The importance of giving and receiving?</li> <li>• The joys and demands of giving and receiving?</li> <li>• Why it is important to live in communion</li> <li>• Ways in which we live and grow in communion.</li> <li>• How the Eucharist challenges and enables living and growing in communion?</li> </ul>
SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> <li>• The experience of giving up something and be very disciplined for a good reason.</li> </ul>



		<ul style="list-style-type: none"> <li>• How to be self disciplined</li> <li>• How self-discipline helps people to grow and make the best use of their potential</li> <li>• Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>
<b>NEW LIFE</b>	To hear & live the Easter message	<ul style="list-style-type: none"> <li>• What you do when life is difficult</li> <li>• The experience of good news bringing life. and happiness.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>
<b>BUILDING BRIDGES</b>	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> <li>• What makes friendships strong</li> <li>• How decisions about friendship are informed by beliefs and values.</li> <li>• How friendships are built</li> <li>• How friendships may be restored when they have been broken</li> <li>• Sin and the importance of examining of your conscience</li> <li>• The greatest commandment, love of God and others</li> <li>• The meaning of contrition and of absolution</li> <li>• Forgiveness of others</li> </ul>
<b>GOD'S PEOPLE</b>	Different saints show people what God is like.	<ul style="list-style-type: none"> <li>• What makes a person do extraordinary things?</li> <li>• How ordinary people do extraordinary things.</li> <li>• The qualities you admire in others</li> <li>• How true happiness can be found</li> <li>• How you can do extraordinary things</li> </ul>

## YEAR 5

<b>OUR SEL VES</b>	<p>Created in the image and likeness of God</p>	<ul style="list-style-type: none"> <li>• Talents and qualities you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>
<b>LIFE CHOI CES</b>	<p>Marriage, commitment and service</p>	<ul style="list-style-type: none"> <li>• The ingredients of a good friendship</li> <li>• What fidelity means and how it applies to friendship</li> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship?</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What it means to be committed</li> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul>
<b>HOP E</b>	<p>Advent; waiting in joyful hope for Jesus; the promised one</p>	<ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things.</li> <li>• Why waiting is a mystery</li> </ul>

		<ul style="list-style-type: none"> <li>• How you can best use the time you spend waiting and what might help you</li> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between <i>hope</i> and <i>expect</i></li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul>
<b>MISSION</b>	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission?</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>
<b>MEMORIAL SACRIFICE</b>	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> <li>• Why memories are important</li> <li>• How it is possible to keep important memories alive</li> <li>• About sacrifice in daily life</li> </ul>
<b>SACRIFICE</b>	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>

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

		<ul style="list-style-type: none"> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> <li>• The importance of ecology</li> </ul>
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YEAR 6		
<b>LOVING</b>	God who never stops loving	<ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> <li>• What it means to be truly loving</li> <li>• How people show unconditional love to others</li> <li>• The beliefs and values which have inspired and influenced you to be loving?</li> <li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</li> <li>• The challenge these passages present to Christians.</li> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means.</li> <li>• By living in God's way, as Jesus showed us, we can grow in love.</li> </ul>
<b>VOCA TION AND COM MITM ENT</b>	The vocation of priesthood and religious life	<ul style="list-style-type: none"> <li>• What it means to be committed?</li> <li>• Why people are committed?</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction</li> </ul> <p>Responding to the call of Jesus</p>

		Our mission in living out our baptismal vows
<b>EXPECTATIONS</b>	Jesus born to show God to the world	<ul style="list-style-type: none"> <li>• The expectations you have of yourself</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down?</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting.</li> <li>• The meaning of Advent</li> </ul>
<b>SOURCES</b>	The Bible, the special book for the Church	<ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books.</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>
<b>UNITY</b>	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul>
<b>DEATH &amp; NEW LIFE</b>	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> <li>• The affect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> </ul>

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





## **Statutory Science Curriculum**

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

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

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

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

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



## **Pupil Voice RSHE St Anne's**

Do you enjoy RSHE lessons?

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What topics have you enjoyed this term? Why?

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Can you link these topics to work you did in previous years?

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What makes RSHE lessons different from other subjects?

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How do you share your ideas in RSHE lessons?

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Do you ever use knowledge from other subjects to help in RSHE?

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Do your RSHE lessons link to the School Mission statement?

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How would you improve RSHE lessons?

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Dear Parent/Carer,

Pope Francis said in his recent apostolic exhortation about the need for, "A positive and prudent sex education in our schools. It can only be seen within the broader framework of an education of love, for mutual self-giving."

Over the year, Years 4, 5 and 6 will be learning in PSHE about Sexual and Relationship Education, which is authentic to the Catholic Church's teaching. Years Reception to Year 3 will undertake the programme during Science, and PSHE lessons. Pupils will learn God's love for them and how each of them is called to uphold their dignity and that of each other. All year groups follow the Come and See Religious Education programme which further supports the recommendations of Pope Francis.

St. Anne's is using 'A Journey in Love', an excellent resource for primary schools, recommended by the Catholic Archdiocese of Liverpool. This programme will focus on personal, social and spiritual education and is used in Catholic schools across the Liverpool Archdiocese. The programme aims to help and support parents in their duty as the first educators of their child.

Our Enclosed RSHE statement highlights the key objectives for each year group:

For each session, our staff will create a secure atmosphere in which the children can learn about themselves, listen to each other and examine what the future may hold. The DVDs and support material are rooted in a Catholic understanding of the human person, and that each human-being is made in the image and likeness of God. Year 4, 5 and 6 pupils will learn more of the wonder of God's calling for them as they continue their journey towards full human maturity.

**RSHE Statement:**

The Governors at St. Anne's Catholic Primary School have adopted the 'Journey in Love' programme to support the non-statutory relationships and sex education in Years 5 and 6. The programme of study is authentic to the teaching of the Catholic Church. Below is a brief outline of the content of the programme.

**For our Reception children:**

- Children will learn that God has made them unique and that although we are all different, we are all special to him.

**For our Year 1 children:**

- Children will learn that they are growing and developing as members of their own and God's family.

**For our Year 2 children:**

- Children will learn how they are growing and developing in a God-given community.

**For our Year 3 children:**

- Children will learn about the virtues that are essential for friendship.
- They will experience the importance of forgiveness.

**For Our Year 4 children:**

Children will learn how we are all different, how these differences should be celebrated and that God's love accepts us as we are and as we change.

- They will recognise how all pupils grow and develop at a different rate.
- They will identify different male and female body parts and be introduced to their various functions.
- They will learn how a baby develops in the womb.

**For our Year 5 children:**

- Children will learn about the physical and emotional changes that accompany puberty.
- They will learn about the internal and external changes that happen to boys and girls during puberty.
- They will learn how sexual development is a natural part of human growth and that this affects potential to become a mother or a father.

- They will learn how the menstrual cycle of a woman prepares her body for reproduction.

For our Year 6 children:

- Children will 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.
- They will learn how human life is conceived.
- They will identify the organs of the human body including the male and female reproductive organs.
- They will learn how relationships develop and need time to mature and develop into love and without love how relationships fail.

As part of our commitment to you, we will hold an annual meeting for years 4, 5 and 6 to discuss the programme. You have the right to withdraw your child from this aspect of the curriculum. However, this is not to be confused with the Science curriculum, which is statutory.

If you wish, there will be an opportunity to look at resources from the 'A Journey in Love' programme on

\_\_\_\_\_.

Over the years you have always been incredibly supportive with this programme. However, if you **do not** want your child to be involved in this programme, please sign the slip below and return to school no later than

\_\_\_\_\_.

Thank you for your continued support.

Yours sincerely,  
Mrs. G. Murphy

Headteacher

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I **do not** wish for my child.....[child's name] to take part in these 'A Journey in Love' sessions.

Signed .....[parent/carer]

## **St. Anne's Catholic Primary School**

Overbury Street, Liverpool, L7 3HJ Tel / Fax: 0151 7091698

Head Teacher: Mrs G Murphy

# **Have your say on Relationship, Sex and Health Education at St Anne's Catholic Primary School**

Dear Parents and Carers

In line with the Department for Education Guidelines 2020, we are required to consult with you when developing and renewing our policy for the new statutory Relationship, Sex and Health Education (RSHE). Your comments are important to us so to help us to decide how and when to cover the content of the statutory guidance – see attached questionnaire.

Please note the new RSHE curriculum is supplementary to, not instead of, how we currently teach Relationship and Sex Education in our school as agreed by the Bishops of England and Wales in 2017. We will continue to use the recommended resource 'Journey In Love' (which has been recently been updated to reflect the changes in the new DfE statutory guidance) to support this aspect of the curriculum.

As a Catholic school we must endeavour to follow the guidance from the Catholic Education Service on behalf of the Bishops' of England and Wales and we are required to ensure that our teaching reflects our Catholic identity and mission and to be both age and stage appropriate for our pupils. Some schools will have started to teach these new subjects from September 2020 when the Government brought in the new curriculum however, all schools have until the Spring Term 2020 to begin teaching the new curriculum. Please see the attached parent's information sheet from the DfE which outlines the proposed changes to the curriculum.

Once approved and ratified by the governing body the policy will be published on our school website and be available free of charge. If you would like a copy of the RSHE Policy please contact the school office.

Which year group(s) is your child/ren in? Please circle  
Nur Rec Y1 Y2 Y3 Y4 Y5 Y6

Are you aware of the school's current policy on Relationship and Sex Education?

Yes No Comment:

.....

Are you able to speak to your child about mental health matters?

Yes No Comment:

.....

Are you able to speak to your child about the different kinds of family relationships?

Yes No Comment:

.....

Are you able to speak to your child about general health and wellbeing

Yes No Comment

.....

Which of the following topics would you like to see covered more/less in school? Please circle

Growing and Changing

Similarities and differences

Feelings

Keeping safe (including internet and social networking)

Keeping yourself clean

Someone to talk to

Friendships

Families of all different kinds

How to seek help if needed

Harmful substances (Key Stage 1)  
Drugs, alcohol and tobacco (Key Stage 2)  
Choices and consequences  
Mental Health  
General Wellbeing  
Gender stereotypes (Key Stage 1)  
Gender and sexuality (Key Stage 2)  
First Aid  
Male and female body parts  
Puberty (Key Stage 2)  
Reproduction and birth (Key Stage 2)  
Other? (Please specify)

.....  
.....

Would you like the school to host a parents evening to discuss the new Relationship, Sex and Health Education programme and to show you the resources that will be used?

Yes No Comment:

.....

Please add any additional comments:

.....  
.....  
.....  
.....



**Appendix 7**

**PSHE/RSE/Wellbeing/Catholic Life at St Anne's Catholic Primary School**

**Exercise Book Guide 2020-21**

Autumn Term							
	Re ce pti on	Ye ar 1	Ye ar 2	Ye ar 3	Ye ar 4	Ye ar 5	Ye ar 6
St art of ye ar	Cla ss Rul es	Cla ss Rul es	Cla ss Rul es	Cla ss Rul es	Cla ss Rul es	Cla ss Rul es	Cla ss Rul es
	Mi ssi on Sta te me nt	Mis sio n Sta te me nt	Mi ssi on Sta te me nt	Mis sio n Sta tem ent	Mi ssi on Sta te me nt	Mi ssi on Sta te me nt	Mi ssi on Sta te me nt
Jo ur ne y in Lo ve	Le ss on 1: We are Uni qu e	Le ss on 1: Ou r Fa mil y	Le ss on 1: Ou r Co m mu	Le ss on 1: Wh o tak es car	Le ss on 1: Ho w are we diff	Le ss on 1: Ch an ge s in our	Le ss on 1: Dig nit y an d



	<b>Lesson 2:</b> Special names	<b>Lesson 2:</b> How we help and care for others	unity <b>Lesson 2:</b> Who is in our community?	of me? <b>Lesson 2:</b> How do I stay safe?	different? <b>Lesson 2:</b> Celebrating differences	bodies <b>Lesson 2:</b> Sexual development	worth <b>Lesson 2:</b> Reproductive system
No Outsiders	<b>Lesson 1:</b> To say what I think <b>Lesson 2:</b> To un	<b>Lesson 1:</b> To like the way I am <b>Lesson 2:</b> To play	<b>Lesson 1:</b> To understand what diversity is. <b>Lesson</b>	<b>Lesson 1:</b> To understand how difference can affect so	<b>Lesson 1:</b> I know when to be assertive <b>Lesson</b>	<b>Lesson 1:</b> To learn from our past <b>Lesson 2:</b>	<b>Lesson 1:</b> To challenge the causes of Racism <b>Lesson</b>





	Saf er Int ern et Da y	Saf er Int ern et Da y	Saf er Int ern et Da y	Saf er Inte rne t Da y	Saf er Int ern et Da y	Saf er Int ern et Da y	Saf er Int ern et Da y
Spring Term							
	Re ce pti on	Ye ar 1	Ye ar 2	Ye ar 3	Ye ar 4	Ye ar 5	Ye ar 6
Jo ur ne y in Lo ve	Le ss on 3: Wh o are our Fri en ds ? Le ss on 4: Wh at	Le ss on 3:  Un der sta ndi ng our em otio ns Le ss on 4:	Le ss on 3: Fe eli ng s an d em oti on s Le ss on 4:	Le ss on 3: Alo ne and lon ely Le ss on 4: For giv ene ss	Le ss on 3: Ma na gin g co nfli cts	Le ss on 3: Be ha vio ur ch an ge s	Le ss on 3: Ho w is hu ma n life co nc eiv ed Le ss

	are our tal ent s	Go d's fa mil y	Alo ne tim e				<b>on 4:</b> Rel ati on shi ps
<b>No Ou tsi de rs</b>	<b>Le ss on 3:</b> To ma ke frie nd s wit h so me on e diff ere nt <b>Le ss on 4:</b> To un der	<b>Le ss on 3:</b> To rec og nis e tha t pe opl e are diff ere nt ag es. <b>Le ss on 4:</b> To un	<b>Le ss on 3:</b> To un der sta nd wh at ma ke s so me on e fee l pro ud. <b>Le ss on 4:</b>	<b>Le ss on 3:</b> To find a sol utio n to a pro ble m <b>Le ss on 4:</b> Us e stra tegi es to hel p	<b>Le ss on 3:</b> To ov erc om e lan gu ag e as a bar rier . <b>Le ss on 4:</b> To as k qu	<b>Le ss on 3:</b> To rec og nis e so me on e wh o ne eds hel p. <b>Le ss on 4:</b> To rec og nis e	<b>Le ss on 3:</b> To sta nd up to dis cri min atio n. <b>Le ss on 4:</b> To con sid er ho w my life cha ng



	Saf ety Da y	Saf ety Da y	Saf ety Da y	Saf ety Da y	Saf ety Da y	Saf ety Da y	Saf ety Da y
	Ant i Bul lyin g We ek	Ant i Bul lyin g We ek	Ant i Bul lyin g We ek	Ant i Bull yin g We ek	Ant i Bul lyin g We ek	Ant i Bul lyin g We ek	Ant i Bul lyin g We ek
					Lif e Ski lls	Lif e Ski lls	Ga ng s Wo rks ho p
Summer Term							
	Re ce pti on	Ye ar 1	Ye ar 2	Ye ar 3	Ye ar 4	Ye ar 5	Ye ar 6
Jo ur ne y in	Le ss on 5: Wh at	Le ss on 5:	Le ss on 5: Ho w	Le ss on 4: For giv	Le ss on 4: Ide ntif	Le ss on 4: Tre ati	Le ss on 5: Fri en

Love	make s a good friend <b>Lesson 6:</b> Jesus is our special friend	Baptism	we should treat others	eness	ying feelings	ng others with respect	ds hip and life
No Outsiders	<b>Lesson 5:</b> To celebrate my family	<b>Lesson 5:</b> To understand that we share	<b>Lesson 5:</b> To be able to work with	<b>Lesson 5:</b> To be welcoming	<b>Lesson 5:</b> To be who you want	<b>Lesson 5:</b> To appreciate artistic freedom	<b>Lesson 5:</b> To recognize my freedom



		re the wor ld wit h lots of pe opl e.	ev ery on e in my cla ss		to be	ed om	
PS HE	To pic 5 Rel ati on shi ps	To pic 5 Rel atio nsh ips	To pic 5 Rel ati on shi ps	To pic 5 Rel atio nsh ips	To pic 5 Rel ati on shi ps	To pic 5 Rel ati on shi ps	To pic 5 Rel ati on shi ps
Ex tra	Ind ust ry We ek  Gl ob al We ek	Ind ust ry We ek  Glo bal We ek	Ind ust ry We ek  Gl ob al We ek	Ind ustr y We ek  Glo bal We ek	Ind ust ry We ek  Gl ob al We ek	Ind ust ry We ek  Gl ob al We ek	Ind ust ry We ek  Gl ob al We ek

## Appendix 8

### PSHE/ Catholic Teaching at St Anne's (KS1)



Objective	What we know	What we do	What else could we do	Scripture
Health and wellbeing				
Healthy lifestyles				
About what keeping healthy means; different ways to keep healthy	Life expectancy in Picton is 76 years old below the average for Liverpool (78) and the national average (81)	Jigsaw Topic Healthy Me  Class cooking sessions	Healthy schools workshop	<b>3 John 1:2</b> Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.
About food that support good health and the risks of eating too much sugar	Obesity in 4-5 year olds in Picton is 13.6%. Above Liverpool average (12.2%) and	Jigsaw Topic Healthy Me  Nurse visit  Family cooking sessions		<b>1 Corinthians 6:19-20</b> Do you not know that your bodies are temples of the Holy Spirit,

	national average (9.3%)	Science Topic  Fruit snacks		who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies.
About how physical activity helps us to stay healthy, and ways to be physically active every day	52% of the population of Liverpool are not active enough.	Jigsaw Topic Healthy Me  PE Lessons  Dance Lessons  After school clubs	Daily mile  Games on playground	
About why sleep is important and different ways to rest and relax	Poor or inadequate sleep can lead to mood swings, behavioural problems such as ADHD and cognitive problems that impact on their ability to learn in school.	Jigsaw Topic Healthy Me  Councillor	Meditation sessions	

Simple hygiene routines that can stop germs from spreading		Jigsaw Topic Healthy Me  Nurse Visit  Hand sanitise on corridors	Posters up around school	
That medicines can help people stay healthy	Life expectancy in Picton is 76 years old below the average for Liverpool (78) and the national average (81)	Jigsaw Topic Healthy Me  Flu jab	Visit from doctor/nurse  Hygiene workshops	<b>Proverbs 17:22</b> A cheerful heart is good medicine, but a crushed spirit dries up the bones.
About dental care and visiting the dentist	52% of the population see a dentist regularly	Jigsaw Topic Healthy Me	Visit from dentist	
How to keep safe and protect skin from sun damage	Liverpool has higher than national skin cancer rates.	Jigsaw Topic Healthy Me  School hats available	Sun cream samples	
About different ways to learn and play; recognising the importance of taking a break from computers	Obesity in 4-5 year olds in Picton is 13.6%. Above Liverpool average (12.2%) and national average (9.3%)	Jigsaw Topic Healthy Me  Internet safety week		<b>Psalms 32:8</b> I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.

About the people who help us to stay physically healthy		Jigsaw Topic Healthy Me Industry week	Visits from: doctors, nurses, police, dentists	<b>Matthew 10:8</b> Heal the sick, raise the dead, cleanse those who have leprosy, drive out demons. Freely you have received; freely give.
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Objective	What we know	What we do	What else could we do	Scripture
Health and wellbeing				
Mental Health				
About different feelings that humans can experience.	10% of children and young people (5-16 year olds) have clinically diagnosable mental health problems.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me	Assemblies from EFC	<b>Proverbs 28:26</b> Whoever trusts in his own mind is a fool, but he who walks in wisdom will be delivered

How to recognise and name different feelings	Children need to learn to recognise their feelings and learn the words to label them. They will need help from you to do this and will need you to show them different ways to manage their feelings.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me		<b>Proverbs 16:32</b> Whoever is slow to anger is better than the mighty, and he who rules his spirit than he who takes a city.
How feelings can affect people's bodies and how they behave.	2% of all children, aged 5-16, had self-harmed.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me	Life Skills	<b>James 1-19</b> Know this, my beloved brothers: let every person be quick to hear, slow to speak, slow to anger; for the anger of man does not produce the righteousness of God.
How to recognise how others might be feeling.	Some children need to be taught to look at faces to get social information.	Eddie Schumann – School Counsellor		<b>Matthew 6:1</b> Beware of practicing your righteousness before men to be noticed by

	Find as many opportunities as possible for your child to practise recognising, labelling and responding to her own emotions, as well as other people's emotions.	Jigsaw Topic – Being Me		them; otherwise you have no reward with your Father who is in heaven.
To recognise that not everyone feels the same at the same time, or feels the same about the same things.	Throughout childhood and adolescence, most children continue building empathy, self-regulation and skills in recognising and responding to other people's feelings.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me  No Outsiders		<b>1 Corinthians 16:18</b> For they have refreshed my spirit and yours. Therefore acknowledge such men.
About ways of sharing feelings; a range of words to describe feelings.	Building a good understanding of emotions when you're young helps you relate to others and manage your	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me	P4C	<b>Proverbs 15:18</b> A hot-tempered man stirs up strife, but he who is slow to anger quiets contention.

	own mental health later on. Talking openly with children about how they feel and why, enables them to start recognising and understanding different emotions.	No Outsiders		
About things that help people feel good. (e.g playing outside, doing things they enjoy, spending time with family, getting enough sleep)	Findings show that positive emotions share the ability to broaden an individual's action repertoires and increase his or her physical, intellectual, social, and psychological resources	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me	Fun days?  Walking club?	<b>Psalm 37:4</b> Take delight in the LORD, and he will give you the desires of your heart.
Different things they can do to manage big feelings, to help calm themselves down and/or change their	Some emotions (such as sadness, anger) can block learning, while others (such as a sense of wellbeing,	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me		<b>Galatians 5:22-23</b> But the fruit of the Spirit is love, joy, peace, forbearance, kindness,



mood when they don't feel good.	feeling safe and feeling valued) promote learning. So learning to manage the emotions can assist learning.	Fiddle toys		goodness, faithfulness, gentleness and self-control. Against such things there is no law.
To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	Children express themselves through play as well as words. You can learn a lot about how they're feeling by simply spending time with them and watching them play.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me	Colour codes on desks	<b>Psalm 46:1-3</b> God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea, though its waters roar and foam and the mountains quake with their surging.
About how change and loss (including death); to identify	27.5% of children who received free school meals said they were	Eddie Schumann – School Counsellor		<b>John 16:22</b> So with you: Now is your time of grief, but I will see

feelings associated with this; to recognise what helps people to feel better.	“often” lonely, compared with 5.5% of those who did not.	Jigsaw Topic – Being Me  Rainbows		you again and you will rejoice, and no one will take away your joy.
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Objective	What we know	What we do	What else could we do	Scripture
Health and Wellbeing				
Ourselves, growing and changing				
To recognise what makes them special.	Self-esteem can start as early as babyhood. It develops slowly over time. It can start just because a child feels safe, loved, and accepted. It can start when a baby gets positive	Jigsaw Topic – Celebrating Difference		<b>Peter 2:9</b> However, you are chosen people, a royal priesthood, a holy nation, people who belong to God. You were chosen to tell about the excellent qualities of God, who called you out of darkness

	attention and loving care.			into his marvellous light.
To recognise the ways in which we are all unique.	Development is a continuous, complex interaction of environmental and genetic factors in which the body, brain and behaviour become more complex	Jigsaw Topic – Celebrating Difference  Rewards Assembly		<b>Isaiah 64:8</b> Yet you, LORD, are our Father. We are the clay, you are the potter; we are all the work of your hand.
To identify what they are good at, what they like and dislike.	'gifted' learners are those with abilities in one or more academic subjects, such as maths or English 'talented' learners are those who have practical skills in areas such as sport, music, design or creative and performing arts	Jigsaw Topic – Celebrating Difference  Rewards assembly		<b>James 1:17</b> Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows.

How to manage when finding things difficult.	Children's constructive coping strategies are believed to buffer the effects of stressful experiences.	Jigsaw Topic – Celebrating Difference  Eddie Schumann – School Counsellor		<b>Isaiah 41:10</b> So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.
To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	Reception: God loves each of us in our uniqueness  Y1: We meet God's love in our family  Y2: We meet God's love in the community	Journey in Love		<b>1 Corinthians 12</b> The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body.
About growing and changing from young to old and how people's needs change.	Reception: God loves each of us in our uniqueness  Y1: We meet God's love in our family	Journey in Love  Science – Animals including humans		<b>Corinthians 4:16</b> Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we

	Y2: We meet God's love in the community			are being renewed day by day.
About preparing to move to a new class/year group.	Change is a normal part of life and can provide opportunities for children to develop their resilience.	Jigsaw Topic – Celebrating Difference  Transition booklets for SEN		<b>Job 8:7</b> Your beginnings will seem humble, so prosperous will your future be.

Objective	What we know	What we do	What else could we do	Scripture
Health and Wellbeing				
Keeping Safe				
About rules and age restrictions	Despite the fact most social networks do not allow	Safer internet week  PANTS	Police visit	<b>Proverbs 29:25</b> Fear of man will prove to be a snare, but

that keep us safe.	children under 13 to register, the poll revealed that 18 per cent of eight to 11-year-olds had a profile of their own.			whoever trusts in the LORD is kept safe.
To recognise risk in simple everyday situations and what action to take to minimise harm.	One in ten children who use the internet has received no guidance or advice from their teachers.	Safer internet week  PANTS	Life Skills	<b>Proverbs 3:5</b> Trust in the Lord with all your heart, and do not lean on your own understanding.
About how to keep safe at home (including around electrical appliances ) and fire safety (e.g. not playing with matches and lighters)	Each year in the European Union there are approximately 10 million home injuries for all ages requiring medical attention.	Safer internet week  PANTS		<b>Psalms 46:1</b> God is our refuge and strength, an ever-present help in trouble.
That household products (including medicines) can	In 2017, nearly 52,000 children under the age of six were	Safer internet week  PANTS	Doctor visit	

be harmful id not used correctly.	seen in the emergency room for medicine poisoning. That's one child every ten minutes.			
Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.	There were approximately 1.2 thousand child abduction offences recorded by the police in England and Wales in 2018/19.	<p>Safer internet week</p> <p>PANTS</p> <p>Road Safety week</p>	Visits	<p><b>Nahum 1:7</b> The Lord is good, a refuge in times of trouble. He cares for those who trust in him.</p>
About the people whose job it is to help keep us safe.		<p>Safer internet week</p> <p>PANTS</p>	<p>Police visit</p> <p>Fireman visit</p> <p>Doctor visit</p>	<p><b>Ephesians 4:1</b> I therefore, a prisoner for the Lord, urge you to walk in a manner worthy of the calling to which you have been called</p>
Basic rules to keep safe online, including what	Many parents feel in the dark when it comes to their	<p>Safer internet week</p> <p>PANTS</p>		<p><b>Isaiah 41:10</b> Fear not, for I am with you; be not</p>

is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.	children's internet safety and trust schools to help them get up to speed.			dismayed, for I am your God. I will strengthen you, yes, I will help you, I will uphold you with My righteous right hand.
How to help in an emergency (how to dial 999 and what to say).	Two five-year-old children have saved their mum's lives by calling 999, staying calm on the phone to our emergency call handlers, and unlocking their front doors for the ambulance crews.	<p>Safer internet week</p> <p>PANTS</p> <p>RSPCA Talks</p>		

Objective	What we know	What we do	What else could we do	Scripture
Health and Wellbeing				



Drugs, alcohol and tobacco				
About things that people can put into their body or on their skin; how these can affect how people feel.	Most children under 7 years old are unaware of the negative effects of drinking and smoking.	Jigsaw Topic – Healthy Me	Drugs and alcohol talk?	<b>3 John 1:2</b> Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul.

## PSHE/ Catholic Teaching at St Anne's KS2



Objective	What we know	What we do	What else could we do	Scripture
Health and wellbeing				
Healthy lifestyles				
How to make informed decisions about health.	Life expectancy in Picton is 76 years old below the average for Liverpool (78) and the	Jigsaw Topic Healthy Me	Healthy School Workshop	<b>3 John 1:2</b> Dear friend, I pray that you may enjoy good health and that all

	national average (81)			may go well with you, even as your soul is getting along well.
About the elements of a balanced healthy lifestyle.	Obesity in 7-11 year olds in Picton is 13.6%. Above Liverpool average (12.2%) and national average (9.3%)	Jigsaw Topic Healthy Me  Nurse visit  Family cooking sessions  Science Topic  Fruit snacks		<b>1 Corinthians 6:19-20</b> Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies.
About choices that support a healthy lifestyle, and recognise what influence these.	There is wealth of strong, peer-reviewed evidence proving that the food adverts children see, influence the foods they choose and	Jigsaw Topic Healthy Me  Nurse visit  Family cooking sessions  Science Topic  Fruit snacks		<b>3 John 1:2</b> Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.

	how much of it they eat.			
How to recognise that habits that habits can have both positive and negative effects on a healthy lifestyle.	Obesity in 7-11 year olds in Picton is 13.6%. Above Liverpool average (12.2%) and national average (9.3%)	Jigsaw Topic Healthy Me  Internet safety week		<b>Psalm 32:8</b> I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.
About what good physical health means; how to recognise early signs of physical illness.	Regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions.	Jigsaw Topic Healthy Me  Nurse visit  Science Topic  Fruit snacks		<b>Ephesians 5:18</b> Do not get drunk on wine, which leads to debauchery. Instead, be filled with the Spirit,

<p>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating healthy diet including obesity and tooth decay.</p>	<p>A healthy diet or balanced diet is a diet (what you eat) that contains the right amounts of all the food groups. It includes fruit, vegetables, grains, dairy products, and protein. It does not include too much or too little of any kind of food.</p>	<p>Jigsaw Topic Healthy Me</p> <p>Nurse visit</p> <p>Family cooking sessions</p> <p>Science Topic</p> <p>Fruit snacks</p>		<p><b>Acts 27:34</b> Now I urge you to take some food. You need it to survive. Not one of you will lose a single hair from his head.”</p>
<p>How regular exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated</p>	<p>Children and young people in this age bracket should take part in moderate to vigorous physical activities for at least 60 minutes (one hour) every day, and this can be up to several hours.</p>	<p>Jigsaw Topic Healthy Me</p> <p>Nurse visit</p> <p>PE Lessons</p> <p>Science Topic</p> <p>Fruit snacks</p>	<p>Daily Mile</p>	<p><b>Romans 12:1</b> Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship.</p>

with inactive lifestyle.				
How sleep contributes to a healthy lifestyle; routines that help good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.	Children 3 to 5 years - 10-13 hours of sleep, including naps. Children 6 to 12 years - 9-12 hours of sleep.	Jigsaw Topic Healthy Me  Nurse visit  Science Topic		<b>Proverbs 3:24</b> When you lie down, you will not be afraid; when you lie down, your sleep will be sweet.
The bacteria and viruses can effect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.	Life expectancy in Picton is 76 years old below the average for Liverpool (78) and the national average (81)	Jigsaw Topic Healthy Me  Flu jab	Visit from doctor/nurse  Hygiene workshops	<b>Proverbs 17:22</b> A cheerful heart is good medicine, but a crushed spirit dries up the bones.
How medicines, when used responsibly,	They have kept children healthy and have saved	Jigsaw Topic Healthy Me  Flu jab		<b>Matthew 9:12</b> But when he heard it, he said, "Those

<p>contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p>	<p>millions of lives for more than 50 years. Most childhood vaccines are 90% to 99% effective in preventing disease. And if a vaccinated child does get the disease, the symptoms are usually less serious than in a child who hasn't been vaccinated.</p>			<p>who are well have no need of a physician, but those who are sick.</p>
<p>How to maintain good oral hygiene (including correct brushing and flossing); why regular visits are essential; the impact of lifestyle choices on dental care.</p>	<p>While 77% of 5 year old children in England are now free of obvious tooth decay, significant regional inequalities remain - with children from the most deprived areas having more than twice the</p>	<p>Jigsaw Topic Healthy Me</p> <p>Nurse visit</p> <p>Science Topic</p>	<p>Dentist visit</p>	<p><b>1 Corinthians 6:20</b> For you were bought with a price. So glorify God in your body.</p>

	level of decay, than those from the least deprived.			
About the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.	Liverpool has higher than national skin cancer rates.	Jigsaw Topic Healthy Me  School hats available	Sun cream samples	<b>Proverbs 3 7:8</b> Do not be wise in your own eyes; fear the LORD and shun evil. This will bring health to your body and nourishment to your bones.
About the benefits of the internet; the importance of balancing time online with other activities; strategies of managing time online.	Children in the UK (aged 5 to 15)[1] now spend around 20 minutes more online, in a typical day, than they do in front of a TV set – just over two hours online, and a little under two hours watching TV – according to Ofcom's annual study of their media use	Jigsaw Topic Healthy Me  Safer Internet week		<b>Psalms 46:1</b> God is our refuge and strength, an ever-present help in trouble.

How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.		Jigsaw Topic Healthy Me	Doctor/Nurse/ Dentist visit	<b>Psalm 121:2</b> My help comes from the Lord, who made heaven and earth.
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Objective	What we know	What we do	What else could we do	Scripture
Health and wellbeing				
Mental Health				
That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.	10% of children and young people (5-16 year olds) have clinically diagnosable mental health problems.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me	Assemblies from EFC	<b>Proverbs 28:26</b> Whoever trusts in his own mind is a fool, but he who walks in wisdom will be delivered



<p>About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p>	<p>Poor or inadequate sleep can lead to mood swings, behavioural problems such as ADHD and cognitive problems that impact on their ability to learn in school.</p>	<p>Jigsaw Topic Healthy Me</p> <p>Councillor</p>	<p>Meditation sessions</p>	<p><b>Isaiah 26:3</b> You will keep in perfect peace those whose minds are steadfast, because they trust in you.</p>
<p>To recognise that feelings can change over time range in intensity.</p>	<p>2% of all children, aged 5-16, had self-harmed.</p>	<p>Eddie Schumann – School Counsellor</p> <p>Jigsaw Topic – Being Me</p>	<p>Life Skills</p>	<p><b>James 1-19</b> Know this, my beloved brothers: let every person be quick to hear, slow to speak, slow to anger; for the anger of man does not</p>

				produce the righteousness of God.
About everyday things that affect feelings and the importance of expressing feelings.	Building a good understanding of emotions when you're young helps you relate to others and manage your own mental health later on. Talking openly with children about how they feel and why, enables them to start recognising and understanding different emotions.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me  No Outsiders	P4C	<b>Proverbs 15:18</b> A hot-tempered man stirs up strife, but he who is slow to anger quiets contention.
A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.	Throughout childhood and adolescence, most children continue building empathy, self-regulation and skills in recognising and responding to	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me  No Outsiders		<b>1 Corinthians 16:18</b> For they have refreshed my spirit and yours. Therefore acknowledge such men.

	other people's feelings.			
Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feeling appropriately and proportionately in different situations.	Some emotions (such as sadness, anger) can block learning, while others (such as a sense of wellbeing, feeling safe and feeling valued) promote learning. So learning to manage the emotions can assist learning.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me  Fiddle toys		<b>Galatians 5:22-23</b> But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.
To recognise warning signs about mental health and wellbeing and how to seek support for themselves and other.	9.4% of children aged 2-17 years (approximately 6.1 million) have received an ADHD diagnosis. 7.4% of children aged 3-17 years (approximately 4.5 million) have a diagnosed			<b>Philippians 4:6-7</b> Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God.

	<p>behaviour problem.<sup>3</sup>  7.1% of children aged 3-17 years (approximately 4.4 million) have diagnosed anxiety.  3.2% of children aged 3-17 years (approximately 1.9 million) have diagnosed depression.</p>			
<p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p>	<p>Children express themselves through play as well as words. You can learn a lot about how they're feeling by simply spending time with them and watching them play.</p>	<p>Eddie Schumann – School Counsellor</p> <p>Jigsaw Topic – Being Me</p>	<p>Colour codes on desks</p>	<p><b>Psalms 46:1-3</b>  God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea, though its waters roar and foam and the mountains</p>

				quake with their surging.
About change and loss, including death, and how these can effect feelings; ways of expressing and managing grief and bereavement.	27.5% of children who received free school meals said they were “often” lonely, compared with 5.5% of those who did not.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me  Rainbows		<b>John 16:22</b> So with you: Now is your time of grief, but I will see you again and you will rejoice, and no one will take away your joy.
Problem-solving strategies for dealing with emotions, challenges and change including the transition to new schools.	Some emotions (such as sadness, anger) can block learning, while others (such as a sense of wellbeing, feeling safe and feeling valued) promote learning. So learning to manage the emotions can assist learning.	Eddie Schumann – School Counsellor  Jigsaw Topic – Being Me  Fiddle toys		<b>Galatians 5:22-23</b> But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

Objective	What we know	What we do	What else could we do	Scripture
Health and Wellbeing				
Ourselves, growing and changing				
About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies,	Self-esteem can start as early as babyhood. It develops slowly over time. It can start just because a child feels safe, loved, and accepted. It can start when a baby gets positive attention and loving care.	Jigsaw Topic – Celebrating Difference		<b>Peter 2:9</b> However, you are chosen people, a royal priesthood, a holy nation, people who belong to God. You were chosen to tell about the excellent qualities of God, who called you out of darkness into his marvellous light.
That for some people gender identity does	Gender dysphoria is when a person	Jigsaw Topic – Celebrating Difference		

not correspond with biological sex.	feels distressed because their gender identity differs from the sex they were given at birth.			
To recognise their individuality and personal qualities.	Development is a continuous, complex interaction of environmental and genetic factors in which the body, brain and behaviour become more complex	Jigsaw Topic – Celebrating Difference  Rewards Assembly		<b>Isaiah 64:8</b> Yet you, LORD, are our Father. We are the clay, you are the potter; we are all the work of your hand.
To identify personal strengths, skills and achievements and interests and how these contribute to a sense of self-worth.	'gifted' learners are those with abilities in one or more academic subjects, such as maths or English 'talented' learners are those who have practical skills in areas such as sport, music, design	Jigsaw Topic – Celebrating Difference  Rewards assembly		<b>James 1:17</b> Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows.

	or creative and performing arts			
About how to manage setbacks/perceived failures, including how to reframe healthy thinking.	Children's constructive coping strategies are believed to buffer the effects of stressful experiences.	Jigsaw Topic – Celebrating Difference		<b>Isaiah 41:10</b> So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.
To identify external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.	Y3: How we live in love Y4: God loves us in our differences. Y5: God's love for everyone Y6: The wonder of God's love in creating new life	Journey in Love		<b>1 Corinthians 12</b> The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body.
About the physical and emotional changes that happen when approaching	Y3: How we live in love Y4: God loves us in our differences.	Journey in Love		<b>2 Corinthians 5:17</b> Therefore, if anyone is in Christ, the new creation has



and during puberty (including mensuration, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dream)	Y5: God's love for everyone Y6: The wonder of God's love in creating new life			come: The old has gone, the new is here!
About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.	Y3: How we live in love Y4: God loves us in our differences. Y5: God's love for everyone Y6: The wonder of God's love in creating new life	Journey in Love		<b>3 John 1-2</b> Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul.
About the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways	Y3: How we live in love Y4: God loves us in our differences. Y5: God's love for everyone Y6: The wonder of God's love in creating new life	Journey in Love		<b>Genesis 9:7</b> As for you, be fruitful and multiply; Populate the earth abundantly and multiply in it.

to prevent a baby being made): how babies need to be cared for.				
About where to get more information, help and advice about growing and changing, especially about puberty.	<p>Y3: How we live in love</p> <p>Y4: God loves us in our differences.</p> <p>Y5: God's love for everyone</p> <p>Y6: The wonder of God's love in creating new life</p>	Journey in Love		<p><b>Ecclesiastes 11:9-10</b></p> <p>You who are young, be happy while you are young, and let your heart give you joy in the days of your youth. Follow the ways of your heart and whatever your eyes see, but know that for all these things.</p>
About new opportunities and responsibilities that that increasing independence may bring.	Children can only start full-time work once they've reached the minimum school leaving age - they can then work up to a maximum of 40 hours a week. Once	Jigsaw Topic – Celebrating Difference		<p><b>1 Peter 2:16</b></p> <p>Live as people who are free, not using your freedom as a cover-up for evil, but living as servants of God.</p>

	<p>someone reaches 16, you may need to pay them through PAYE . Once someone reaches 18, adult employment rights and rules then apply.</p>			
<p>Strategies to manage transitions between classes and key stages.</p>	<p>Change is a normal part of life and can provide opportunities for children to develop their resilience.</p>	<p>Jigsaw Topic – Celebrating Difference</p> <p>Transition booklets for SEN</p>		<p><b>Job 8:7</b> Your beginnings will seem humble, so prosperous will your future be.</p>

Objective	What we know	What we do	What else could we do	Scripture
Health and Wellbeing				
Keeping Safe				

Reasons for following and complying with regulations and restriction (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television and programmes, films, games and online games.	Despite the fact most social networks do not allow children under 13 to register, the poll revealed that 18 per cent of eight to 11-year-olds had a profile of their own.	Safer internet week  PANTS	Police visit	<b>Proverbs 29:25</b> Fear of man will prove to be a snare, but whoever trusts in the LORD is kept safe.
How to predict, assess and manage risk in different situations.	One in ten children who use the internet has received no guidance or advice from their teachers.	Safer internet week  PANTS	Life Skills	<b>Proverbs 3:5</b> Trust in the Lord with all your heart, and do not lean on your own understanding.
About hazards (including fire risks) that may cause harm, injury or risk at home and what they can do to	Each year in the European Union there are approximately 10 million home injuries	Safer internet week  PANTS		<b>Psalms 46:1</b> God is our refuge and strength, an ever-present help in trouble.

reduce risks and keep safe.	for all ages requiring medical attention.			
About the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	In 2017, nearly 52,000 children under the age of six were seen in the emergency room for medicine poisoning. That's one child every ten minutes.	Safer internet week  PANTS	Doctor visit	
Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and framework safety; safe use of digital devices when out and about.	There were approximately 1.2 thousand child abduction offences recorded by the police in England and Wales in 2018/19.	Safer internet week  PANTS  Road Safety week	Visits	<b>Nahum 1:7</b> The Lord is good, a refuge in times of trouble. He cares for those who trust in him.
About the importance of keeping personal information	Bullying UK has had experience of young people using the internet	Safer internet week  PANTS		<b>1 Thessalonians 4:11</b> and to aspire to live quietly,

<p>private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p>	<p>who have been persuaded into dangerous situations by adults. This is an offence called 'grooming'.</p>			<p>and to mind your own affairs, and to work with your hands, as we instructed you,</p>
<p>About what is meant by first aid; basic techniques for dealing with common injuries.</p>	<p>Many parents feel in the dark when it comes to their children's internet safety and trust schools to help them get up to speed.</p>	<p>Safer internet week</p> <p>PANTS</p>		<p><b>Isaiah 41:10</b> Fear not, for I am with you; be not dismayed, for I am your God. I will strengthen you, yes, I will help you, I will uphold you with My</p>

				righteous right hand.
How to respond and react in an emergency situation; how to identify situations that might require the emergency services; know how to contact them and what to say.	Two five-year-old children have saved their mum's lives by calling 999, staying calm on the phone to our emergency call handlers, and unlocking their front doors for the ambulance crews.	<p>Safer internet week</p> <p>PANTS</p> <p>RSPCA Talks</p>		<p><b>Psalm 46:1-2</b></p> <p>God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea.</p>
That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone might be at risk.	FGM is also found in the UK amongst members of migrant communities. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM1.	Online Training		

Objective	What we know	What we do	What else could we do	Scripture
Health and Wellbeing				
Drugs, alcohol and tobacco				
About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can become difficult to break	Most children under 7 years old are unaware of the negative effects of drinking and smoking.	Jigsaw Topic – Healthy Me	Drugs and alcohol talk?	<b>3 John 1:2</b> Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul.
To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.	This act is intended to prevent the non-medical use of certain drugs. For this reason it controls not just medicinal drugs (which	Jigsaw Topic – Healthy Me	Drugs Talk	<b>1 John 3:4</b> Everyone who makes a practice of sinning also practices lawlessness; sin is lawlessness.



	will also be in the Medicines Act) but also drugs with no current medical use.			
About why some people choose to use or not use drugs (including nicotine, alcohol and medicines)	<p>Here are some of the reasons young people have given for taking drugs:</p> <p>To fit in To escape or relax To relieve boredom To seem grown up To rebel To experiment</p>	Jigsaw Topic – Healthy Me		<p><b>Ephesians 5:18</b> Do not get drunk on wine, which leads to debauchery. Instead, be filled with the Spirit,</p>
About mixed messages in the media about drugs, including alcohol and smoking/vaping	A national study published in January 2006 concluded that greater exposure to alcohol advertising contributes to an increase in drinking among underage	Jigsaw Topic – Healthy Me		

	youth. Specifically, for each additional ad a young person			
About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.	Drinkline is the national alcohol helpline. If you're worried about your own or someone else's drinking, you can call this free helpline in complete confidence. Call 0300 123 1110	Jigsaw Topic – Healthy Me		<b>Psalm 54:4</b> Behold, God is my helper; The Lord is the sustainer of my soul.

Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Families and close private relationships				
To recognise that there are different types of relationships (e.g.	Through relationships, children learn how to think, understand,	Jigsaw topic - Relationships		<b>1 John 1-7</b> But if we walk in the light, as he is in the light, we have

friendships, family relationships, romantic relationships, online relationships)	communicate, behave, show emotions and develop social skills.			fellowship with one another, and the blood of Jesus, his Son, purifies us from all sin.
That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.	Y3: How we live in love Y4: God loves us in our differences. Y5: God's love for everyone Y6: The wonder of God's love in creating new life	Journey in Love		<b>Ephesians 5:33</b> However, each one of you also must love his wife as he loves himself, and the wife must respect her husband.
About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care	Y3: How we live in love Y4: God loves us in our differences. Y5: God's love for everyone Y6: The wonder of God's love in	Journey in Love  No Outsiders		<b>1 Corinthians 13:4-8</b> Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor

for each other, which is intended to be lifelong.	creating new life			others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.
That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves and others.	The pressure put on people to marry against their will can be: Physical including threats, actual physical violence and sexual violence Emotional and psychological for example, when someone is made to feel like they're bringing shame on their family Financial abuse including taking away their wages or not giving them any money	Jigsaw topic – Relationships  No Outsiders	Police Talk	
That people who love and	Y3: How we live in love	Journey in Love		<b>1 Corinthians 13:4-8</b>

care for each other can be in a committed relationship ( e.g marriage) living together, but may also live apart.	Y4: God loves us in our differences. Y5: God's love for everyone Y6: The wonder of God's love in creating new life	No Outsiders		And now these three remain: faith, hope and love
That a feature of positive family life is caring relationships; about the different ways in which people care for one another.	We have stepfamilies; single-parent families; families headed by two unmarried partners, either of the opposite sex or the same sex; households that include one or more family members from a generation; adoptive families; foster families; and families where children are raised by their grandparents	Jigsaw topic – Relationships  Mother's Day Cards  Father's Day Cards  Christmas gifts		<b>Ephesians 4:32</b> Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

	or other relatives.			
To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.	See above			<b>Colossians 3:13</b> Bear with one another and, if one has a complaint against another, forgive each other; as the Lord has forgiven you, so you also must forgive.
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	Every child and adult should feel that he or she is special and be encouraged to pursue his or her own dreams; a place where everyone's individuality is permitted to flourish.	Jigsaw topic – Relationships  No Outsiders	Social stories	<b>Ephesians 5:25</b> Husbands, love your wives, just as Christ loved the church and gave himself up for her.

Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Friendships				
About the importance of friendships; strategies for building positive friendships; how positive friendship support wellbeing.	Social skills don't come naturally to all kids. Impulsive and hyperactive children often act in ways that stymie their strong desire for friendship.	Jigsaw topic - Relationships  No Outsiders		<b>Luke 6:31</b> Do to others as you would have them do to you.
What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and	Knowing how and when to ask for help is a critical life skill that many children struggle to master.	Jigsaw topic - Relationships		<b>Exodus 14:14</b> The Lord will fight for you, and all you have to do is keep still.

experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.				
To recognise what it means to 'know someone online and how it differs from knowing someone face to face; risks of communicating online with others not known face-to-face.	It can be hard to know how to talk to your child about online safety. From setting up parental controls to advice on sexting, online games and video apps, we can help you to understand the risks and keep your child safe.	Jigsaw topic - Relationships  NSPCC visits		<b>Proverbs 19:1</b> Better is a poor person who walks in his integrity than one who is crooked in speech and is a fool.
The importance of seeking support if feeling lonely or excluded.	Thousands of young people are reaching out to Childline for help with feelings of loneliness and	Jigsaw topic - Relationships  NSPCC visits	Childline talks.	<b>Deuteronomy 31:6</b> Be strong and courageous. Do not be afraid or terrified because of



	isolation as they struggle with the pressures of growing up in today's society.			them, for the LORD your God goes with you; he will never leave you nor forsake you."
That healthy friendships make people feel included; Recognise when others may feel lonely or excluded; strategies for how to include them.	11.3% of children said that they were "often" lonely; this was more common among younger children aged 10 to 12 years (14.0%) than among those aged 13 to 15 years (8.6%).	Jigsaw topic - Relationships  NSPCC visits		<b>Proverbs 17:17</b> A friend loves at all times, and a brother is born for a time of adversity.
Strategies for recognising and managing their peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.	10 percent of teenagers surveyed said that they had not been influenced by peer pressure.	Jigsaw topic - Relationships  NSPCC visits		<b>Proverbs 1:10</b> My son, if sinners entice you, do not consent.
How friendships can change over	Making new friends and building	Jigsaw topic - Relationships		<b>Proverbs 24:16</b> for though a righteous man

time, about making new friends and the benefits of having different types of friends.	relationships can be very daunting for children. With the various dynamics and personalities to navigate, there may be a lot for them to learn.	NSPCC visits		falls seven times, he will rise again, but the wicked stumble into calamity.
That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	Often, children who argue are so caught up in being right, they forget to think about how the other person may be feeling.	Jigsaw topic – Relationships  Eddie Schumann – School Counsellor		<b>Matthew 18:15</b> If your brother sins against you, go to him and show him his fault. But do it privately, just between yourselves. If he listens to you, you have won your brother back.
To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for	Instead of making your child feel good – like he belongs and is accepted – toxic friendships can lead to your child having	Jigsaw topic – Relationships  Eddie Schumann – School Counsellor		<b>2 Thessalonians 2:1</b> Now concerning the coming of our Lord Jesus Christ and our being gathered together to

support if necessary.	negative feelings about himself or others. That's because toxic friends often put people down, manipulate them, leave them out or behave in other mean ways.			him, we ask you, brothers,
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Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Managing hurtful behaviour and bullying				
About the impact of bullying, including online and offline, and the consequences	Self-regulation is being able to manage feelings so they don't intrude heavily on relationships or day-to-day life.	Jigsaw topic - Relationships  Safer internet week		<b>Proverbs 12:18</b> There is one whose rash words are like sword thrusts, but the tongue of the wise brings healing.

of hurtful behaviour.				
Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	New figures show self-harm is soaring in England among the very young.	Jigsaw topic - Relationships  Safer internet week		<b>Proverbs 21:23</b> Whoever keeps his mouth and his tongue keeps himself out of trouble.
About discrimination; what it means and how to challenge it.		No Outsiders		

Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Safe relationships				
About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).	PANTS has helped make 950,000 children safer from sexual abuse.	Jigsaw topic - Relationships  PANTS  Safer Internet week		<b>Matthew 6:6</b> But when you pray, go into your room and shut the door and pray to your Father who is in secret. And your Father who sees in secret will reward you.
About why someone may behave differently online, including pretending to be someone they are not; strategies for overcoming risks, harmful content and contact; how to	80% of children have reported that they have noticed someone behaving differently online.	Jigsaw topic - Relationships  Safer Internet Week		<b>Proverbs 12:17</b> He who speaks truth tells what is right, But a false witness, deceit.

report concerns.				
How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.	There are various ways to report if children don't feel comfortable with something online.	Jigsaw topic - Relationships		<b>Psalm 37:3</b> Trust in the LORD and do good; dwell in the land and enjoy safe pasture.
Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.	Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period of time but can also be a one-off action.	Jigsaw topic - Relationships  PANTS		<b>Psalm 91:11</b> For He will give His angels charge concerning you, To guard you in all your ways.
About seeking and giving permission (consent) in different situations.	Up to 46% of primary aged children use social media.	Jigsaw topic - Relationships		<b>Matthew 7:7</b> Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.

<p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>	<p>More than half of children between 4-8 have reported being pressured by friends to do something they don't want to.</p>	<p>Jigsaw topic - Relationships</p>		<p><b>Luke 12:2</b> Nothing is covered up that will not be revealed, or hidden that will not be known.</p>
<p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>There are ways to help in resisting the pressure from friends.</p>	<p>Jigsaw topic - Relationships</p> <p>Life Skills – Banardo's</p>		<p><b>Acts 5:29</b> But Peter and the apostles answered, "We must obey God rather than men.</p>
<p>Where to get advice and report concerns if worried about their own or someone else's</p>	<p>See above</p>			

personal safety (including online)				
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Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Respecting self and others				
That personal behaviour can effect other people; to recognise and model respectful behaviour online.	Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.	Jigsaw topic - Relationships  Anti bullying week	Anti bullying workshops	<b>Ephesians 4:32</b> Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.



<p>To recognise the importance of self respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	<table><tr><th colspan="2">SIMS Analysis (Ethnicity x Reg) Numbers reg</th></tr><tr><td></td><td></td></tr><tr><td></td><td>Total</td></tr><tr><td>Any other Asian background</td><td></td></tr><tr><td>Any other Black background</td><td></td></tr><tr><td>Bangladeshi</td><td></td></tr><tr><td>Black - Ghanaian</td><td></td></tr><tr><td>Black - Nigerian</td><td></td></tr><tr><td>Black - Somali</td><td></td></tr><tr><td>Black Caribbean</td><td></td></tr><tr><td>Chinese</td><td></td></tr><tr><td>Indian</td><td></td></tr><tr><td>Other Black African</td><td></td></tr><tr><td>Other ethnic group</td><td></td></tr><tr><td>Other mixed background</td><td></td></tr><tr><td>Pakistani</td><td></td></tr><tr><td>White - British</td><td></td></tr><tr><td>White European</td><td></td></tr><tr><td>White and Asian</td><td></td></tr><tr><td>White and Black African</td><td></td></tr><tr><td>White and Black Caribbean</td><td></td></tr><tr><td>White and chinese</td><td></td></tr><tr><td>Yemeni</td><td></td></tr><tr><td>Total</td><td></td></tr></table>	SIMS Analysis (Ethnicity x Reg) Numbers reg					Total	Any other Asian background		Any other Black background		Bangladeshi		Black - Ghanaian		Black - Nigerian		Black - Somali		Black Caribbean		Chinese		Indian		Other Black African		Other ethnic group		Other mixed background		Pakistani		White - British		White European		White and Asian		White and Black African		White and Black Caribbean		White and chinese		Yemeni		Total		<p>Jigsaw topic - Relationships</p>		<p><b>Romans 12:10</b> Be devoted to one another in love. Honour one another above yourselves.</p>
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<p>About respecting the differences and similarities between people and recognising</p>	<p>See above</p>	<p>Jigsaw topic - Relationships</p>		<p><b>Revelations 7:9</b> After this I looked, and behold, a great multitude that no one could number, from</p>																																																

what they have in common with others e.g. physically, in personality or background.				every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands,
To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	Cooperation requires a combination of character attributes, such as being respectful, honest, helpful and thoughtful.	Jigsaw topic - Relationships		<b>Proverbs 27:17</b> Iron sharpens iron, and one man sharpens another.
How to discuss and debate topical issues, respect other people's point of view and constructively challenge those	See above.	Jigsaw topic – Relationships  No Outsiders		<b>Proverbs 31:9</b> Open your mouth, judge righteously, defend the rights of the poor and needy.

they disagree with.				
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Objective	What we know	What we do	What else could we do	Scripture
Living in the wider world				
Shared responsibilities				
To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	Rules prepare children for the real world as your limits & boundaries provide a framework so	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me	Police Talks	<b>Romans 13:1</b> Let every person be subject to the governing authorities. For there is no

	your child can understand what's expected of them and what will happen if they don't comply.	Jigsaw topic - Relationships		authority except from God, and those that exist have been instituted by God.
To recognise there are human rights, that are there to protect everyone.	The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to.	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me  Jigsaw topic – Relationships  No Outsiders		<b>Galatians 3:28</b> There is neither Jew nor Greek, there is neither slave[a] nor free, there is no male and female, for you are all one in Christ Jesus.
About the relationship between rights and responsibilities.	UK citizens have many legal rights and responsibilities. There are different types of laws protecting the rights of individuals - from civil laws to criminal laws.	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me  Jigsaw topic – Relationships  No Outsiders		<b>1 Corinthians 3:8</b> He who plants and he who waters are one, and each will receive his wages according to his labor.

<p>The importance of having compassion towards others; shared responsibilities we have for caring for other people and living things; how to show care and concerns for others.</p>	<p>See above</p>			
<p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>Human-caused climate change has already been proven to increase the risk of floods and extreme rainfall, heatwaves and wildfires with implications for humans, animals and the environment.</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic – Relationships</p> <p>Assemblies</p>	<p>CAFOD club</p>	<p><b>Proverbs 12:10</b> Whoever is righteous has regard for the life of his beast, but the mercy of the wicked is cruel.</p>

Objective	What we know	What we do	What else could we do	Scripture
Living in the wider world				
Communities				
About the different groups that make up their community; what living in a community means.	Schools and communities are responsible for building a safe and child-friendly environment outside the child's home.	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic – Relationships</p> <p>SYNOD</p>	Create more community links	<p><b>Galatians 3:28</b></p> <p>There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.</p>
To value the different contributions that people and groups make to the community.	Children from an early age need to know about their options for the future.	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic – Relationships</p> <p>Visits to old people homes.</p>		<p><b>Matthew 12:37</b></p> <p>For by your words you will be justified, and by your words you will be condemned.</p>

<p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p>In a multicultural society, there is not an official (decided by the people in charge) culture that every person must be a part of. Instead, all cultures are respected as much as each other.</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic - Relationships</p>		<p><b>Romans 12:16</b> Live in harmony with one another. Do not be haughty, but associate with the lowly. Never be wise in your own sight.</p>
<p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>	<p>Every culture has their own stereotypes and of course it's unfair to judge and categorise everyone from Britain into certain categories, but it's also quite nice to prepare yourself for how a typical British person behaves so that you know not only what</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic – Relationships</p> <p>No Outsiders</p>		<p><b>John 7:24</b> Do not judge by appearances, but judge with right judgment.</p>

	you're in for, but also how to respectfully behave when you're surrounded by the British culture.			
About prejudice; how to recognise behaviours/acti ons which discriminate against others; way of responding to it if witnessed or experienced.	See above	No Outsiders		<b>Ephesians 4:32</b> Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.

Objective	What we know	What we do	What else could we do	Scripture
Living in the wider world				
Media literacy and digital reliance				
Recognise ways in which the internet and	It can be hard to know how to talk to your	Jigsaw topic – Relationships		<b>Matthew 25:40</b> And the King will answer



social media can be used both positively and negatively.	child about online safety. From setting up parental controls to advice on sexting, online games and video apps, we can help you to understand the risks and keep your child safe.	Internet Safety Week		them, 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.
How to assess the reliability of sources of information online; and how to make safe, reliable and choices from search results.	According to a new survey, 52.8% of Internet users believe that most or all of the information online is "reliable and accurate."	Jigsaw topic – Relationships  Internet Safety Week		<b>Luke 16:10</b> One who is faithful in a very little is also faithful in much, and one who is dishonest in a very little is also dishonest in much.
About some of the different ways information and data is shared and used online including for commercial purposes.	11% of online users have been the victim of data theft.	Jigsaw topic – Relationships  Internet Safety Week		

<p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	<p>Google and Facebook still hold the largest share of total digital ad spend, with 38.6% and 19.9%, respectively.</p>	<p>Jigsaw topic – Relationships</p> <p>Internet Safety Week</p>		<p><b>Proverbs 16:3</b> Commit to the Lord whatever you do, and he will establish your plans.</p>
<p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>	<p>Some children, parents or carers may not be comfortable with images of themselves or their children being shared.</p>	<p>Jigsaw topic – Relationships</p> <p>Internet Safety Week</p> <p>NSPCC Talks</p>		<p><b>Hebrews 13:16</b> And do not forget to do good and to share with others, for with such sacrifices God is pleased.</p>
<p>About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the</p>	<p>The potential for misuse of images can be reduced if organisations are aware of the potential dangers and put</p>	<p>Jigsaw topic – Relationships</p> <p>Internet Safety Week</p> <p>NSPCC Talks</p>		<p><b>Matthew 24:24</b> For false christs and false prophets will rise and show great signs and wonders to deceive, if</p>

reliability of sources and identify misinformation .	appropriate measures in place.			possible, even the elect.
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Objective	What we know	What we do	What else could we do	Scripture
Living in the wider world				
Economic wellbeing: Money				
About different ways to pay for things and the choices people have about this.	Money is what people use to buy things and services. Money is what many people take for selling their own things or services. There are many kinds of money in the world.	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me  Jigsaw topic - Relationships	Bank workshops	<b>Proverbs 13:11</b> Wealth gained hastily will dwindle, but whoever gathers little by little will increase it.

<p>To recognise that people different attitudes towards saving and spending money; what influences people's decisions; what makes something good value for money.</p>	<p>You have to wait to buy something you want.</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic - Relationships</p>		<p><b>Ecclesiastes 5:10</b> He who loves money will not be satisfied with money, nor he who loves wealth with his income; this also is vanity.</p>
<p>That people spending decisions can affect others and the environment (e.g. Fair trade, buying single use plastics, or giving to charity)</p>	<p>See above</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic - Relationships</p>	<p>Bank workshops</p>	<p><b>Matthew 5:6</b> Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.</p>
<p>To recognise that people make spending decisions based on priorities, needs and wants.</p>	<p>Even at this early age, children have begun to build attitudes and habits around money. By age 7, research shows that</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic - Relationships</p>	<p>Bank workshops</p>	<p><b>Proverbs 13:22</b> A good man leaves an inheritance to his children's children, but the sinner's wealth is laid</p>

	children's attitudes about money are well developed. This makes it important to start building good money habits as early as possible.			up for the righteous.
Different ways to keep track of money.	That money needs to be looked after; different ways of doing this.	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me  Jigsaw topic - Relationships	Bank workshops	<b>Proverbs 13:11</b> Wealth gained hastily[a] will dwindle, but whoever gathers little by little will increase it.
About risks associated with money (e.g money can be won, lost or stolen) and ways of keeping money safe.	Children as young as 11 have problems with gambling, while almost half a million kids have admitted to betting regularly say the Gambling Commission.	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me  Jigsaw topic - Relationships	Bank workshops	
About the risks involved in	See above			<b>1 Timothy 6:10</b>

gambling; different ways money can be won or lost through gambling- related activities and their impact on health, wellbeing and future aspirations.				For the love of money is a root of all kinds of evils. It is through this craving that some have wandered away from the faith and pierced themselves with many pangs.
To identify the ways that money can impact on people's feelings and emotions.	The most important emotions in relation to money are fear, guilt, shame and envy. It's worth spending some effort to become aware of the emotions that are especially tied to money for you because, without awareness, they will tend	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me  Jigsaw topic - Relationships	Bank workshops	<b>Proverbs 21:20</b> Precious treasure and oil are in a wise man's dwelling, but a foolish man devours it.

	to override rational thinking and drive your actions			
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Objective	What we know	What we do	What else could we do	Scripture
Living in the wider world				
Economic Wellbeing: Aspirations, work and career				
To recognise positive things about themselves and their achievement; set goals to help achieve personal outcomes.	That we all need to be good at different things for our community to work.	Jigsaw topic - Dreams and goals  Jigsaw topic – Being Me  Jigsaw topic – Relationships  Careers weeks		<b>Exodus 15:2</b> The Lord is my strength and my song, and he has become my salvation; this is my God, and I will praise him, my father's God, and I will exalt him.

<p>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p>	<p>A job also teaches them time management, hones their work ethic and boosts soft skills such as cooperation, task follow-through, independent thinking, self-reliance and getting along with others.</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic - Relationships</p> <p>Careers weeks</p>		<p><b>Colossians 3:17</b> And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.</p>
<p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	<p>The Equality Act 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to housing, education, clubs, the provision of services and work.</p>	<p>No Outsiders</p>		<p><b>Matthew 7 1:2</b> Judge not, that you be not judged. For with the judgment you pronounce you will be judged, and with the measure you use it will be measured to you.</p>



<p>About what might influence people's decisions about a job or a career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>		<p>Industry Week</p> <p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p>		<p><b>Psalm 90:17</b> May the favor of the Lord our God rest on us; establish the work of our hands for us— yes, establish the work of our hands.</p>
<p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary</p>	<p>68% of the population of Edge Hill are unemployed. Which is below national average, therefore household incomes are below national and Liverpool averages.</p>	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic – Relationships</p> <p>Careers weeks</p>		<p><b>Galatians 6:2</b> Bear one another's burdens, and so fulfil the law of Christ.</p>

work, which is unpaid.				
About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.	Unemployment in Edge Hill is above national and Liverpool averages.	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Jigsaw topic – Relationships</p> <p>Careers weeks</p>		<p><b>Ecclesiastes 9:11</b></p> <p>Whatever your hand finds to do, do it with your might, for there is no work or thought or knowledge or wisdom in Sheol, to which you are going.</p>
To identify the kind of job that they might do when they are older.	That there are many routes into work.	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Industry Week</p>		<p><b>Matthew 7:7</b></p> <p>Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.</p>
To recognise a variety of routes into careers (e.g. college, apprenticeship, university)	See above.	<p>Jigsaw topic - Dreams and goals</p> <p>Jigsaw topic – Being Me</p> <p>Industry Week</p>		<p><b>Colossians 3:23</b></p> <p>Whatever you do, work at it with all your heart, as working for the Lord, not for human masters...</p>

Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Families and close private relationships				
About the roles of different people (e.g acquaintances, friends and relatives) play in our lives.	Through relationships, children learn how to think, understand, communicate, behave, show emotions and develop social skills.	Jigsaw topic - Relationships		<b>1 John 1-7</b> But if we walk in the light, as he is in the light, we have fellowship with one another, and the blood of Jesus, his Son, purifies us from all sin.
To identify the people who love and care	We have stepfamilies; single-parent	Jigsaw topic – Relationships		<b>Ephesians 4:32</b> Be kind and compassionate

for them and what they do to help them feel cared for.	families; families headed by two unmarried partners, either of the opposite sex or the same sex; households that include one or more family members from a generation; adoptive families; foster families; and families where children are raised by their grandparents or other relatives.	Mother's Day Cards  Father's Day Cards  Christmas gifts		to one another, forgiving each other, just as in Christ God forgave you.
About different types of families including those that may be different to their own.	See above	Jigsaw topic – Relationships  No Outsiders		
To identify common features of family life.	Every child and adult should feel that he or she is special	Jigsaw topic – Relationships  No Outsiders	Social stories	<b>Ephesians 5:25</b> Husbands, love your wives, just as Christ loved

	and be encouraged to pursue his or her own dreams; a place where everyone's individuality is permitted to flourish.			the church and gave himself up for her.
That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	Outside of the family the teacher is often the only trusted adult a child might come into contact with on a regular basis.	Jigsaw topic - Relationships  No Outsiders		<b>1 Peter 3:14</b> But even if you should suffer for what is right, you are blessed. "Do not fear their threats; do not be frightened."

Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Friendships				
About how people make friends and what makes a good friendship.	Social skills don't come naturally to all kids. Impulsive and hyperactive children often act in ways that stymie their strong desire for friendship.	Jigsaw topic - Relationships  No Outsiders		<b>Luke 6:31</b> Do to others as you would have them do to you.
About how to recognise when they or someone else	Thousands of young people are reaching out to Childline	Jigsaw topic - Relationships  NSPCC visits	Childline talks.	<b>Deuteronomy 31:6</b> Be strong and courageous. Do

feels lonely and what to do.	for help with feelings of loneliness and isolation as they struggle with the pressures of growing up in today's society.			not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you.”
Simple strategies to resolve arguments between friends positively.	Often, children who argue are so caught up in being right, they forget to think about how the other person may be feeling.	Jigsaw topic – Relationships  Eddie Schumann – School Counsellor		<b>Matthew 18:15</b> If your brother sins against you, go to him and show him his fault. But do it privately, just between yourselves. If he listens to you, you have won your brother back.
How to ask for help if a friendship is making them feel unhappy.	Knowing how and when to ask for help is a critical life skill that many children struggle to master.	Jigsaw topic - Relationships		<b>Exodus 14:14</b> The Lord will fight for you, and all you have to do is keep still.

Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Managing hurtful behaviour and bullying				
That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.	Self-regulation is being able to manage feelings so they don't intrude heavily on relationships or day-to-day life.	Jigsaw topic - Relationships  Safer internet week		<b>Proverbs 12:18</b> There is one whose rash words are like sword thrusts, but the tongue of the wise brings healing.
About how people may feel if they experience hurtful behaviour or bullying.	New figures show self-harm is soaring in England among the very young.	Jigsaw topic - Relationships  Safer internet week  Online behaviour play  Drama workshops		<b>Proverbs 21:23</b> Whoever keeps his mouth and his tongue keeps himself out of trouble.
That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately	See above	Jigsaw topic - Relationships  Safer internet week  No Outsiders		<b>1 Corinthians 13:4</b> Love is patient and kind; love does not envy or boast; it is not arrogant



excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.				
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Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Safe relationships				
To recognise that some things are private and the importance of respecting	PANTS has helped make 950,000 children safer from sexual abuse.	Jigsaw topic - Relationships  PANTS		<b>Matthew 6:6</b> But when you pray, go into your room and shut the door and pray to

privacy; that part of their body covered by underwear are private.		Safer Internet week		your Father who is in secret. And your Father who sees in secret will reward you.
That sometimes people may behave differently online, including by pretending to be someone they are not.	80% of children have reported that they have noticed someone behaving differently online.	Jigsaw topic - Relationships  Safer Internet Week		<b>Proverbs 12:17</b> He who speaks truth tells what is right, But a false witness, deceit.
How to respond safely to adults they don't know.	There are various ways to report if children don't feel comfortable with something online.	Jigsaw topic - Relationships		<b>Psalms 37:3</b> Trust in the LORD and do good; dwell in the land and enjoy safe pasture.
About how to respond if physical contact makes them feel uncomfortable or unsafe.	Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period of time	Jigsaw topic - Relationships  PANTS		<b>Psalms 91:11</b> For He will give His angels charge concerning you, To guard you in all your ways.

	but can also be a one-off action.			
About knowing there are situations when they should ask permission and also when their permission should be sought.	Up to 46% of primary aged children use social media.	Jigsaw topic - Relationships		<b>Matthew 7:7</b> Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.
About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).	More than half of children between 4-8 have reported being pressured by friends to do something they don't want to.	Jigsaw topic - Relationships		<b>Luke 12:2</b> Nothing is covered up that will not be revealed, or hidden that will not be known.
Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.	There are ways to help in resisting the pressure from friends.	Jigsaw topic - Relationships  Life Skills – Banardo's		<b>Acts 5:29</b> But Peter and the apostles answered, "We must obey God rather than men.
What to do if they feel	See above	Jigsaw topic - Relationships		<b>Galatians 6:9</b>

unsafe or worries for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.				And let us not grow weary of doing good, for in due season we will reap, if we do not give up.
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Objective	What we know	What we do	What else could we do	Scripture
Relationships				
Respecting self and others				

About what is kind and unkind behaviour, and how this can affect others.	Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.	Jigsaw topic - Relationships  Anti bullying week	Anti bullying workshops	<b>Ephesians 4:32</b> Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.																																														
About how to treat themselves and others with respect; how to be polite and courteous.	<table><tr><th colspan="2">SIMS Analysis (Ethnicity x Reg) Numbers reg</th></tr><tr><td></td><td>Total</td></tr><tr><td>Any other Asian background</td><td></td></tr><tr><td>Any other Black background</td><td></td></tr><tr><td>Bangladeshi</td><td></td></tr><tr><td>Black - Ghanaian</td><td></td></tr><tr><td>Black - Nigerian</td><td></td></tr><tr><td>Black - Somali</td><td></td></tr><tr><td>Black Caribbean</td><td></td></tr><tr><td>Chinese</td><td></td></tr><tr><td>Indian</td><td></td></tr><tr><td>Other Black African</td><td></td></tr><tr><td>Other ethnic group</td><td></td></tr><tr><td>Other mixed background</td><td></td></tr><tr><td>Pakistani</td><td></td></tr><tr><td>White - British</td><td></td></tr><tr><td>White European</td><td></td></tr><tr><td>White and Asian</td><td></td></tr><tr><td>White and Black African</td><td></td></tr><tr><td>White and Black Caribbean</td><td></td></tr><tr><td>White and chinese</td><td></td></tr><tr><td>Yemeni</td><td></td></tr><tr><td>Total</td><td></td></tr></table>	SIMS Analysis (Ethnicity x Reg) Numbers reg			Total	Any other Asian background		Any other Black background		Bangladeshi		Black - Ghanaian		Black - Nigerian		Black - Somali		Black Caribbean		Chinese		Indian		Other Black African		Other ethnic group		Other mixed background		Pakistani		White - British		White European		White and Asian		White and Black African		White and Black Caribbean		White and chinese		Yemeni		Total		Jigsaw topic - Relationships		<b>Romans 12:10</b> Be devoted to one another in love. Honour one another above yourselves.
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To recognise the ways in which they are the same and different to others.	See above	Jigsaw topic - Relationships		<b>Revelations 7:9</b> After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes																																														

				and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands,
How to listen to other people and play and work cooperatively.	Cooperation requires a combination of character attributes, such as being respectful, honest, helpful and thoughtful.	Jigsaw topic - Relationships		<b>Proverbs 27:17</b> Iron sharpens iron, and one man sharpens another.
How to talk about and share their opinions on things that matter to them.	See above.	Jigsaw topic – Relationships  No Outsiders		<b>Proverbs 31:9</b> Open your mouth, judge righteously, defend the rights of the poor and needy.

