

NATIONAL BOARD OF RELIGIOUS INSPECTORS AND ADVISERS

RELATIONSHIPS AND SEX EDUCATION IN A CATHOLIC SCHOOL

**AUDIT OF CURRENT PRACTICE
2025-2026**

We aim that St George's pupils have the ability and willingness to acquire the following character traits that are reflected in our learning code, community code and 'Keys to Success' programme, which are embedded within our curriculum and extracurricular offer. Our implicit and explicit personal development and character education provision (through RSHE, PSHE and Catholic Social Teaching programme, alongside the wider curriculum) builds in experiences, direct instruction and opportunities to develop the following habits, attitudes, dispositions, values and character traits:

Year Group	Catholic Virtue	Character Trait	Learning Skills (DRAGON)
Advent 1	Faith	Try new things	Original ideas
Advent 2	Kindness	Push yourself	Goes for gold
Lent 1	Service	Improve / Work hard	Remembers and reflects
Lent 2	Perseverance	Concentrate	Doesn't give up
Pentecost 1	Acceptance	Understand others	Not alone
Pentecost 2	Respect	Imagine (revisit concentrate too)	Asks good questions

Our Learning Skills Code explicitly teaches the children the following skills, habits, attitudes and dispositions to be successful lifelong learners:

Doesn't given up

Remembers and reflects

Asks good questions

Goes for gold

Original ideas

Not alone

Our Catholic Values explicitly teaches the children the following skills, habits, attitudes and dispositions to be successful citizens of the future:

Respect, Faith, Kindness, Perseverance, Acceptance, Service

Our 'Keys to Success' Character traits also teaches the children the research-based traits that are most likely to engender success:

Try new things

Success does not come knocking on the door. We all need to go out and find something in which we can experience success. Finding something that we are good at builds confidence. Some pupils may not be good at the things they spend most of their time doing at school, which can make it even more important that schools have a broad and rich curriculum with something for everyone. As adults, however, we learn that just because we may be good at something doesn't necessarily mean that we enjoy it. Successful people enjoy what they do. In fact, they love what they do. What they do gives them energy; work feels like play and time flies by. These are the lucky people who have found their energy zone. These people don't need any external or material reward to motivate them; they do what they do simply because they love it.

Work hard

If we want to get really good at something there are no short cuts. Accomplishment is all about practise and hard work. Pupils need to understand the benefits of working hard. They need to know that work is good and not something that should be avoided. Many pupils become frustrated if they don't accomplish something immediately. With a

television culture of 'overnight' success, it is important to teach them that it may take hours and hours of hard work to become really good at something and that in real life success is not easy for anyone.

Concentrate

Children are living in the most intensely stimulating time in the history of the Earth. They are bombarded with images from television advertisements, websites, games consoles and mobile phones. It has never been so important to teach our children how to concentrate. Of course, every teacher will tell pupils of the need to concentrate, but few will teach them how.

Push themselves

To be really successful, pupils need to learn to push themselves. Most adults realise that if they want a healthier lifestyle, joining a gym doesn't change much. We have to push ourselves to go to the gym. In fact, going to the gym doesn't change much either if we don't push ourselves when there. There are lots of ways pupils need to push themselves. For example, when they don't feel like doing things, when they feel shy, when they think they might fail and when their friends are trying to stop them doing what they want to do. It can be really difficult to push oneself, but it is essential for success.

Imagine

In 1968, George Land gave 1,600 five-year-olds a test in divergent thinking. This involved finding multiple solutions to problems, asking questions and generating ideas. The test results were staggering: 98% scored at what he described as 'genius' level. He then re-tested the same children at age ten, by which time the level had declined to 30%. By fifteen years of age, only 12% of the children scored at the genius level. The same test given to 280,000 adults placed their genius level at only 2%. In his book *Breakpoint and Beyond*, co-authored by Beth Jarman, Land concluded that non-creative behaviour is learned.

The test shows what most of us know: children have a fantastic imagination, which mostly declines with age. This decline is the enemy of success. To help children to be successful we need to help them to keep having ideas as they get older.

Improve

Successful people are always trying to make things better. This doesn't mean there is anything wrong with what they have but they know that there is always room for improvement. They try to make good things great. Rather than making any radical transformations, however, they tend to make lots of small adjustments. This is what we can teach our children: great things do not happen suddenly. They are the result of lots of tweaking and refinement. We can all make things a little bit better. We can all take small steps to greatness.

Understand others

Aristotle made the distinction between what he called *sophia* and *phronesis*. *Sophia* was wisdom of the world - what came to be called science. He spoke of the importance of understanding how the world works. However, he also stressed that, in itself, this was not enough for civilisation to flourish. Society also needed *phronesis*. This was the application of this wisdom in the service of others. Thousands of years later, Aristotle's words are just as true. Successful people use what they know to try to be useful to others. Instead of asking 'What's in it for me?' they ask, 'What can I give?' If we look at a successful business, it gives people things they value, at the right price. If we look at a successful public service, it gives people what they value at the right time.

Not give up

Successful people have bad luck, setbacks, failures, criticism and rejection but they always find a way around these problems. Children need to understand that if they have bad luck, they are not alone. Most of us tend to focus on the accomplishments of successful people rather than their mishaps or setbacks. We need to tell children about the times we failed, were rejected and criticised but also how we bounced back.

Progression through the Character traits	Milestone 1 (KS1) with EYFS	Milestone 2 (Y3 and Y4)	Milestone 3 (Y5 and Y6)
Try new things This concept involves appreciating the range of life opportunities.	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
Work hard This concept involves understanding the importance of effort.	<ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest. 	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results.
Concentrate This concept involves understanding how to become focused.	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
Push themselves This concept involves understanding how to overcome doubts and insecurities.	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. 	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<ul style="list-style-type: none"> • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.

Imagine This concept involves understanding how to apply knowledge inventively.	<ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. 	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
Improve This concept involves an appreciation that small improvements make big differences.	<ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). 	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work.
Understand others This concept involves an appreciation of others.	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view. 	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
Not give up This concept involves the understanding of the importance of persistence.	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or setbacks. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.

Relationships and Sex Education		Audit of Current Practice				
KEY STAGE	LEARNING OUTCOMES	RE Curriculum (RED)	RSE Programme: TenTen/Gospel Values/Caritas	St George's Learning Code/ Personal Development/ Fundamental British Values/ Protected Characteristic	One Decision and Equaliteach	Any additional in school (whole school) programmes
STRAND						
KEY STAGE 1/ EYFS Understanding Self & how to relate to Others	*know that they are made by God and are precious *value themselves and others as God's children *Know God loves each one & God knows each person's name *identify and value similarities and differences between people <u>PEOPLE & COMMUNITIES - Early Learning Goal</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other	EYFS A: "I am God's child" – Created by God and loved uniquely. God knows, loves and calls us by name. EYFS B: "I am part of a community" – Appreciating diversity. Y1 A: "I am unique" – Everyone is made in God's image. Recognising self-worth and others' dignity. Y2 A: "Loved and chosen" – God has a plan for each of us. Y2 C: "Everyone is welcome" –	FS: Caritas – The Dignity of the Human Person – God made me and loves me very much. Caritas – The Dignity of the Human Person – God made me and my friends very beautiful. 10/10 - Module 1; Unit 2 - I am me 10/10 - New people, new places Y1: Caritas: The Dignity of the Human Person – God loves us equally as his children 10/10 – I am unique; who is my neighbour? Y2: 10/10 - Needs and Wants; Wants or Needs, God's love made me glad	FS: PD: Try new things (new food at lunch/speak to someone new) PC: Race Y1: PD: Try new things (Use lines in books/sit beautifully in Liturgical Prayers) PC: Race amongst others Y2: PD: Try new things (New activities at lunchtime, 5 times reading per week) PC: Race/Religion/EAL Learning Code: Not alone	FS: Equaliteach – 'Our skin, a first conversation about race' by Megan Maddison One decision story: Pink Goes to School/Blue learns to share Y1: Equaliteach: 'My world, your world' by Michelle Walsh; 'My friend Jamal' by Anna McQuinn; 'The Same but different' –by Molly Potter Y2: Reject Racism ' Universal Values' Read 'The Romanian Builder' by Peter Prendergast	Anti-Bullying Week, World Faiths Week, Chaplaincy Team, Anti-Stigma Ambassadors

<p>children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Respecting differences.</p>	<p>Caritas – The Dignity of the Human Person – Loving each other makes us strong.</p> <p>Gospel Virtues: Faith (in oneself and others); Respect; Growing in Faith</p>	<p>FBV: Mutual respect and tolerance</p>		
<p>identify and be able to talk with someone they trust</p> <p><u>SELF CONFIDENCE & SELF AWARENESS - Early Learning Goal</u></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>EYFS C: "I can choose" – Identifying trusted adults.</p> <p>Y1 C: "My choices matter" – Seeking help when worried.</p>	<p>FS: 10/10 - New people, new places; Role model</p> <p>Y1: 10/10 - Good and bad secrets 10/10 - What is the internet/playing online</p> <p>Y2: <u>CARITAS</u> Solidarity and the common good: We build together a community of peace</p> <p>Gospel Value - Kindness</p>	<p>FS: FBV: Mutual respect and tolerance PD: Speak confidently in front of others</p> <p>Y1: FBV: Mutual respect and tolerance PD: Speak confidently in front of others</p> <p>Y2: FBV: Mutual respect and tolerance PD: Speak confidently in front of others</p> <p>Learning code: Not alone</p>	<p>FS: One decision story: Pink Goes to School/Blue learns to share/Blue's best friend</p> <p>Y1: One Decision Friendship (Relationships)</p> <p>Y2: One decision – Computer safety</p>	<p>NSPCC pants rule workshops (all year groups)</p>

recognise safe and unsafe situations and use simple rules for dealing with strangers and for resisting pressure when they feel unsafe or uncomfortable	Y1 C: “My choices matter” – Personal safety.	<p>FS: 10/10: Safe inside and out – my body, my rules; People who help us</p> <p>Y1:</p> <p>Y2: 10/10 Real life online; Physical contact;</p> <p>Gospel value: Kindness</p>	<p>Learning code: Asks good questions</p> <p>PC: Concentrate</p> <p>FBV: Mutual respect and tolerance</p>	<p>FS: One decision – Road Safety; Staying safe and cool in the hot weather; Yellow learns about germs;</p> <p>Y1: One decision – Staying safe; Emergency services</p> <p>Y2: One Decision - Bullying (Relationships); Online Bullying (Computer Safety); Image Sharing (Computer Safety); Computer Safety Documentary (Computer Safety); Body Language (Relationships)</p>	Anti-Bullying Week; Stranger Danger, Police Visits, NSPCC visits; NSPCC pants rule workshops (all year groups); Anti Stigma Ambassadors
<p>know the basic rules for keeping themselves healthy</p> <p><u>HEALTH & SELF CARE - Early Learning Goal</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	EYFS C: “I can choose” – Healthy habits.	<p>FS: 10/10: Feeling poorly; Ready teddy (Healthy lifestyle)</p> <p>Y1: 10/10: Clean and healthy</p> <p>Y2: 10/10: Harmful substances</p> <p>Gospel Value: Respect</p>	<p>Learning code: Doesn't give up</p> <p>PC: Concentrate</p> <p>FBV: Individual Liberty</p>	<p>FS: One Decision – Green's greens; Red visits the dentist;</p> <p>Y1: One Decision – washing hands; brushing teeth; road safety; is it safe to eat or drink?</p> <p>Y2: One Decision – healthy eating; keeping/staying healthy ; medicines</p>	Healthy Fortnight, Healthy Eating, Teeth (Workshop)

listen and co-operate with others LISTENING & ATTENTION - Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	EYFS B: "I am part of a community" – Co-operation and kindness. Y2 B: "Belonging to God's family" – Playing and working together.	FS: Caritas: Solidarity and the common good: We are all friends; We play together in love and peace 10/10: You've got a friend in me; Forever friends; Me, you, us Y2: Caritas – Rights and Responsibilities: Finding happiness with each other Gospel Value: Respect; Kindness	Learning code: Not alone PD: Push yourself FBV: Gender; Race amongst others		Anti-Bullying Week
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Relationships and Sex Education

Audit of Current Practice

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STRAND						
KEY STAGE 1/ EYFS Family,	recognise they belong to a family, know that families should be special and understand that family members should	EYFS B: "I am part of a community" Y1 B: "We are family" Y2 B: "Belonging to God's family"	FS: Caritas: Solidarity and the common good: We are all friends; We play together in love and peace Y1:	Learning Code: Not alone PD: Understand others		Anti-Bullying Week, World Faiths Week, Chaplaincy Team, Anti-Stigma Ambassadors

**Friendship,
Church,
Community**

care for each other and share		<p>Caritas: The Dignity of the Human Person – God loves us equally as his children Family and Community – WE are all part of a community</p> <p>Y2: Caritas – The Dignity of the Human Person – Loving each other makes us strong.</p>	<p>FBV: Mutual respect and tolerance</p> <p>PC: All</p>		
know about the needs of babies and young people and the importance of positive parenting	<p>Y1 B: “We are family” – Family roles and care.</p> <p>Y2 B: “Belonging to God’s family” – Baptism and family care.</p>	<p>Y1: 10/10 – Money doesn’t grow on trees</p> <p>Gospel Value: Service, Kindness</p>	<p>PD: Work hard; Understand others</p> <p>FBV: Tolerance</p> <p>PC: All</p>		
<p>recognise the school and parish as a caring community</p> <p>know & understand that we are welcomed into our school & parish family</p>	<p>EYFS B: “I am part of a community”</p> <p>Y1 B: “We are family”</p>	<p>Y1: Caritas – The dignity of work: Everybody’s work is valuable and important for the community</p> <p>Gospel value: Service, Kindness</p>	<p>PD: Service</p> <p>FBV: mutual respect and tolerance</p>	<p>Y2: One decision – helping someone in need</p>	
recognise that all are part of God’s family	<p>EYFS A: “I am God’s child” – Created by God and loved uniquely.</p> <p>Y1 A: “I am unique” – Everyone is made in God’s image.</p>	<p>FS: Caritas – Family and Community: My school family; We love and look after each other because we are all brothers and sisters in God’s family</p> <p>Y1: 10/10 – Special people</p>	<p>PD: Understanding others</p> <p>FBV: Individual liberty</p> <p>PC: Disability</p>	<p>Y1: Equaliteach – What happened to you? (Disability); Freddie and the fairy (Disability)</p> <p>Y2: One decision – Living in our world</p>	

		<p>Y2: Caritas – Family and Community: My community needs me; I belong to my family and community</p> <p>Gospel value – Acceptance</p>			
<p>appreciate celebrations marking birthdays and special occasions</p> <p>know & understand what a birthday is for</p>	<p>EYFS B: Celebrations in community</p> <p>Y1 B: Family and school celebrations</p> <p>Y2 B: Liturgical year and family events</p>				<p>Retreat days (Advent, Lent, Pentecost)</p> <p>Christmas events</p>
<p>appreciate relationships - family & friends and how they work together, share, share feelings and talk, play together and pray together</p> <p>Know & understand we can make friends</p> <p>PEOPLE & COMMUNITIES - Early Learning Goal</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the</p>	<p>EYFS B: "I am part of a community" – Friendship and care.</p> <p>Y1 B: "We are family" – Relationships and responsibility.</p>	<p>FS: Caritas – Rights and Responsibilities: God gives us all we need to be happy; God wants everyone to be happy</p> <p>Y1: 10/10 – Three in one; the communities we live in</p> <p>Y2: Caritas – Option for the poor and vulnerable: Working together to make our family happy</p> <p>Gospel value – perseverance</p>	<p>Learning Code: Ask good questions</p> <p>PD: Understand others</p> <p>FBV: Mutual respect and tolerance</p>	<p>FS: One decision: Green's Daddy moves out</p> <p>Y1: Equaliteach: The same but different; My own special way</p> <p>Y2: Equaliteach: In every house on every street; Love makes a family</p>	<p>Anti-Bullying Week, World Faiths Week, Chaplaincy Team, Anti-Stigma Ambassadors</p>

same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.					
know that saying sorry is important	<p>Y1 C: "My choices matter" – Apologising and making amends.</p> <p>Y2 B: "Belonging to God's family" – Forgiveness and reconciliation.</p>	<p>FS: 10/10: Let's get real (Saying sorry)</p> <p>Y1: 10/10: Treat others well; and say sorry</p>	PD: Perseverance		Ash Wednesday Celebration of the Word
<p>identify and share their feelings with others and develop an ability to deal with their emotions</p> <p><u>MAKING RELATIONSHIPS - Early Learning Goal</u></p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and</p>	<p>EYFS C: "I can choose" – Recognising and naming feelings.</p> <p>Y2 C: "Everyone is welcome" – Emotional understanding and empathy.</p>	<p>FS: 10/10: All the feelings</p> <p>Y1: 10/10: Feelings, likes and dislikes; feeling inside out</p>			

feelings, and form positive relationships with adults and other children.					
<p>recognise that their feelings and actions affect other people</p> <p><u>MANAGING FEELINGS & BEHAVIOUR - Early Learning Goal</u></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>EYFS C: "I can choose" – Emotional consequences.</p> <p>Y2 C: "Everyone is welcome" – Caring for others.</p>	<p>Y1:</p> <p>Caritas – Option for the poor and vulnerable; Exploring the feelings of those who have plenty and those who have little</p>	<p>PD: Acceptance</p>	<p>FS: One decision – Rainbow's food journey (Accepting others)</p> <p>Y1: One decision: Helping someone in need</p>	

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STRAND						
	know themselves as male and female <u>UNDERSTANDING THE WORLD - Early Learning Goal</u> Children know about similarities and differences in relation to places, objects, materials and living things.	Y1 C: "My choices matter" – Naming body parts, understanding differences.	Y1: 10/10: Girls and Boys Gospel Value: Kindness; Respect	PC: Gender FBV: Mutual respect and Tolerance Learning Code: Ask good questions	Y2: Equaliteach: Kave Tina Rox (Gender); The Worst princess (Gender); Dogs don't do ballet (Gender)	Science curriculum, Healthy fortnight
	know and understand the process of growth from young to old and how people's needs change	EYFS A: "I am God's child" – Basic growth and care.	FS: 10/10: Growing up; When I grow up Y1: 10/10: Girls and Boys; Life cycles; Who will I be? Y2: Caritas – The dignity of work: finding my special job, my gift to the world; working hard to be the best you can be for others 10/10: Apply yourself; how will I be today?	PD: Try to choose a different person to play with	FS: One decision - Green moves up a year Y2: One decision: Practice makes perfect; Working in our world	Science curriculum, Healthy fortnight

<p><i>recognise and compare the main external body parts of human bodies</i> <i>(learn the names of the main body parts)</i></p>	<p>Y1 C: “My choices matter” – Learning names for parts of the body.</p>	<p>Y1: 10/10: Girls and Boys</p>			<p>Science curriculum, Healthy fortnight</p>
<p><i>recognise the similarities and differences between themselves and others and treat others with sensitivity</i> <u>PEOPLES & COMMUNITIES - - Early Learning Goal</u> <i>They talk about the features of their own immediate environment and how environments might vary from one another.</i></p>	<p>EYFS B: “I am part of a community” – Embracing difference.</p> <p>Y2 C: “Everyone is welcome” – Inclusion and empathy.</p> <p>World faiths (all)</p>	<p>FS: 10/10: I like you, we all like!</p> <p>Y1: 10/10: Girls and Boys</p>	<p>FS: PD Take it in turns to speak when having a conversation; play a group game</p> <p>Y1: PD: Listen carefully to others</p> <p>Y2: PD: Play with someone if they seem lonely or left out; spend time with others</p> <p>FBV: Individual liberty; rule of law</p>	<p>Y1: Equaliteach – Pass it Polly (Gender) I could be, you could be (Gender)</p> <p>Y2: Equaliteach – The Guru and the King (World faiths)</p>	
<p><i>know and understand that humans and animals can produce offspring and these grow into adults (notice that animals, including humans, have offspring which grow into adults)</i> <i>Know & understand about growth in nature</i> <u>THE WORLD - Early Learning Goal</u></p>	<p>Y2 A: “Loved and chosen” – God’s gift of life.</p>	<p>Y1: 10/10: Girls and Boys</p>			<p>Science curriculum, Healthy fortnight</p>

They make observations of animals and plants and explain why some things occur, and talk about changes.					
develop their relationship with God through prayer and acts of worship	<p>Embedded in all modules:</p> <ul style="list-style-type: none"> • Daily prayer and liturgical engagement • Gospel stories and reflection tasks • Encouraged personal prayer 	Embedded in all year groups	Learning Code: Concentrate	Embedded in all year groups	Embedded throughout CLM, CW and RE
engage in actions motivated by the life and teaching of Christ	<p>Embedded in all modules but especially:</p> <p>Y3 B: “We are children of God” – Service and mission.</p> <p>Y5 C: “Living wisely” – Making Gospel-centred choices.</p> <p>Y6 B: “We are the Body of Christ” – Vocation, discipleship, Catholic Social Teaching.</p>	<p>FS: Caritas – Option for the poor and vulnerable – Learning to share our toys and food so that everyone has enough; God’s gifts are for everyone</p> <p>10/10: God is love</p> <p>Y1: Caritas – Option for the poor and vulnerable – Some have plenty and some don’t</p> <p>Y2:</p>	<p>PD: Improve and work hard</p> <p>FBV:</p> <p>Learning Code: Don’t give up</p> <p>PC: Religion</p>		Embedded throughout CLM, CW and RE

		Caritas – Option for the poor and vulnerable – Who needs our help? How can we help? Gospel Value: Service			
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STRAND						
KEY STAGE 2 Understanding Self & how to relate to Others	value themselves as a child of God, and their body as God's gift to them	Y3 A: "I am growing" – Self-worth, body awareness, created by God. Y4 C: "In God's image" – Equality and justice. Y5 A: "Who am I?" – Body positivity, physical and emotional development. Y6 A: "Who am I?" – Puberty, body changes, emotional maturity.	UKS2: 10/10 – Impacted lifestyles (alcohol, drugs and smoking)	PC: disability	LKS2: Equaliteach – Freddie and the high flying kick (disability)	Embedded throughout CLM, CW and RE

recognise their own worth and identify positive things about themselves	<p>Y3 A: "I am growing" – Identity and celebrating gifts.</p> <p>Y4 A: "I am thankful" – Gratitude and positive self-talk.</p> <p>Y5 A: "Who am I?" – Recognising strengths and inner worth. Dignity and equality of all people. Identity rooted in God's love.</p>	<p>UKS2: Caritas – solidarity and the common good: we walk together as people of peace</p> <p>Gospel Value: kindness</p>	<p>Learning code: ask good questions; go for gold</p> <p>PD: push yourself</p> <p>FBV: mutual respect and tolerance</p> <p>PC: disability</p>	<p>UKS2: Equaliteach – The superhero brain (ASD);</p>	House captains, reading team, anti-stigma ambassadors, chaplaincy team
appreciate that life is precious & a gift from God	<p>Y4 C: "In God's image" – Sacredness of life and justice.</p> <p>Y5 C: "Living wisely" – Making respectful and moral life choices.</p>	<p>LKS2: 10/10 – Jesus, my friend</p> <p>UKS2: Caritas – people matter more than possessions</p>			House captains, reading team, anti-stigma ambassadors, chaplaincy team
listen to and support others, and respect other people's viewpoints and beliefs	<p>Y4 A: "I am thankful" – Reflection and expressing emotion.</p> <p>Y5 A: "Who am I?" – Emotional honesty and self-awareness.</p> <p>Y6 C: "Living wisely" – Self-regulation, understanding others' emotions.</p>	<p>LKS2: Caritas – rights and responsibilities; Finding happiness with each other</p> <p>10/10 – A time for everything (grief)</p>	<p>Learning code: ask good questions; go for gold</p> <p>PD: Push yourself</p>	LKS2: One decision – Grief	House captains, reading team, anti-stigma ambassadors, chaplaincy team

understand that bullying is wrong, different forms of bullying and the feelings of both victims and bullies	<p>Y4 C: “Living wisely” – Peer pressure, bullying, recognising injustice.</p> <p>Y6 C: “Living wisely” – Impact of bullying, online safety, supporting victims</p>	<p>LKS2: 10/10 – When things feel bad; sharing/chatting online Caritas – Rights and responsibilities: Barriers to happiness</p> <p>UKS2: 10/10 – self talk; sharing isn’t always caring; cyberbullying</p> <p>Gospel Value: Kindness</p>	<p>Learning code: original ideas</p> <p>PD: push yourself</p> <p>FBV: mutual respect and tolerance; rule of law; individual liberty</p> <p>PC: Gender</p>	<p>LKS2: One decision – online bullying</p> <p>UKS2: One decision – image sharing (computer safety); making friends online;</p>	House captains, reading team, anti-stigma ambassadors, chaplaincy team
<p>see things from other people's viewpoints, for example, their parents, carers and teachers</p> <p>form opinions (for example about relationships and bullying) and express them to a variety of people</p>	<p>Y3 B: “We are children of God” – Understanding roles in family and Church.</p> <p>Y4 B: “We are part of a community” – Respect and empathy toward others' perspectives.</p> <p>Y4 C: “Living wisely” – Debating moral issues, responding to unfairness.</p> <p>Y5 A: “Who am I?” – Reflecting on how others feel and what shapes their views.</p> <p>Y5 C: “Living wisely” – Exploring and expressing opinions on relationships and justice.</p>	<p>LKS2: 10/10 – What am I feeling? Caritas – Rights and responsibilities: Helping each other to make the right choices</p> <p>UKS2: Caritas – stewardship; enough for everybody's need but not for everybody's greed; stewards of God's world; seeing God in creation</p> <p>Gospel Value: Kindness</p>	<p>Learning code:</p> <p>PD: Concentrate</p> <p>FBV: mutual respect and tolerance; rule of law; individual liberty</p> <p>PC: Gender, religion</p>	<p>LKS2: Equaliteach – Ramadan Moon One decision – a world without judgement</p> <p>UKS2: One decision – inclusion and acceptance; build others up</p>	House captains, reading team, anti-stigma ambassadors, chaplaincy team

	Y6 C: “Living wisely” – Articulating values, challenging bullying and peer pressure.				
recognise different risks in different situations and appropriate safe responses	Y3 C: “Choices and consequences” – Understanding risks and decision-making. Y6 C: “Living wisely” – Navigating real-life and online risks safely.	LKS2: 10/10 – drugs, alcohol and tobacco; UKS2: 10/10 – Impacted lifestyles (alcohol, drugs and smoking); first aid; making good choices; money matters Gospel Value:	PD: respect FBV: individual liberty, rule of law PC: gender	LKS2: One decision – first aid; coming home on time UKS2: One decision – alcohol; smoking/vaping; in app purchases; stealing; water safety	House captains, reading team, anti-stigma ambassadors, chaplaincy team
identify adults they can trust and ask for help	Y4 C: “Living wisely” – Turning to adults for guidance with peer issues.	UKS2: 10/10 – Reaching out		LKS2: One decision: Who you can talk to if uncomfortable about inappropriate touch; worry; anger UKS2: One decision – worry; anger	House captains, reading team, anti-stigma ambassadors, chaplaincy team

Relationships and Sex Education		Audit of Current Practice				
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STRAND						
KEY STAGE 2 Family, Friendship Church, Community	be more self-confident in a wide range of new social situations, such as seeking new friends or taking on responsibilities in school, in the parish and at home	Y4 A: "I am thankful" – Confidence through gratitude and self-worth. Y5 A: "Who am I?" – Building self-confidence in relationships and change. Y6 C: "Living wisely" – Confidence in making independent, moral decisions.	LKS2: 10/10: Working together (Careers); rights and responsibilities UKS2: 10/10 – Gifts and talents; the world of work; being smart; beyond school; coping with change ; God is calling you Gospel Value: acceptance, respect	PD: understand others FBV: rule of law, individual liberty		House captains, reading team, anti-stigma ambassadors, chaplaincy team
	understand that every family is different	Y3 B: "We are children of God" – Respect for all families and backgrounds. Y4 B: "We are part of a community" – Valuing diversity in family life.	LKS2: Caritas – rights and responsibilities; fair shares for all; the right to vote 10/10 – a community of love Gospel Value: kindness, acceptance	Learning code: go for gold PD: push yourself, understand others FBV: mutual respect and tolerance PC: disability amongst others	LKS2: Equaliteach – different families	House captains, reading team, anti-stigma ambassadors, chaplaincy team

recognise the many relationships in which they are involved, e.g. parents, family, friends, Church and various groups and communities	<p>Y3 B: “We are children of God” – Exploring relationships and community.</p> <p>Y4 B: “We are part of a community” – Belonging to various groups (family, school, Church).</p> <p>Y5 B: “We are the Body of Christ” – Being in communion with others through relationships.</p>	<p>LKS2: 10/10 – I am thankful</p> <p>Caritas – family and community: what makes community; Building up community; many sides of working together to build a community</p>			House captains, reading team, anti-stigma ambassadors, chaplaincy team
recognise differences and similarities between people in the school and wider community and know these can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability	<p>Y4 C: “In God’s image” – Human dignity and justice.</p> <p>Y5 C: “Living wisely” – Recognising bias and injustice in society.</p>	<p>UKS2: Caritas – Dignity of the human person – each person is unique and irreplaceable, everyone matters</p> <p>Caritas – Option for the poor; why are some parts of our area richer or poorer than others?</p> <p>Gospel Value: Faith (in others)</p>	<p>Learning code: Ask good questions</p> <p>PD: Working with someone new in class; try a new area at lunch</p> <p>FBV: Mutual respect and tolerance, individual liberty</p> <p>PC: Race and religion, disability</p>	<p>LKS2: Equaliteach – My world, your world; Nadia’s hands; We don’t have to be the same; My friend, Jamal; A great thing to be!; The proudest blue</p> <p>UKS2: Equaliteach – Ahmed’s story; My dad, the hero</p>	House captains, reading team, anti-stigma ambassadors, chaplaincy team

recognise and challenge stereotypes, for example in relation to gender	<p>Y4 C: “In God’s image” – Challenging injustice, equality for all.</p> <p>Y5 C: “Living wisely” – Exploring and challenging gender expectations.</p> <p>Y6 C: “Living wisely” – Awareness of harmful labels, bias, and peer pressure.</p>	<p>UKS2: 10/10 – respond and stereotypes (prejudice, discrimination, protected characteristics)</p> <p>Gospel Value: Kindness</p>	<p>PD: improve/work hard</p> <p>FBV: mutual respect and tolerance</p> <p>PC: all</p>	<p>LKS2: Equaliteach - gender equality/role models; same job, different pay; Read ‘Pass it Polly’ (gender)</p>	House captains, reading team, anti-stigma ambassadors, chaplaincy team
recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness	<p>Y3 C: “Choices and consequences” – Reconciliation and moral responsibility.</p> <p>Y6 B: “We are the Body of Christ” – Living Gospel values of mercy and forgiveness.</p>	<p>LKS2: 10/10 – what is the Church?</p> <p>UKS2: 10/10 – The Holy Trinity; CST; calming the storm</p> <p>Gospel Value: perseverance, service</p>			House captains, reading team, anti-stigma ambassadors, chaplaincy team
understand the need for respect, love and trust in relationships	<p>Y3 B: “We are children of God” – Respect and love in everyday relationships.</p> <p>Y5 A: “Who am I?” – Trust and honesty in friendships.</p> <p>Y6 C: “Living wisely” – Commitment, trust, and consent in mature relationships.</p>	<p>LKS2: 10/10 – how do I love others?</p> <p>UKS2: 10/10 – Under pressure; reaching out</p>	<p>FBV: Individual liberty; Rule of law</p>	<p>UKS2: One decision – can AI chatbots really be your friend?</p>	House captains, reading team, anti-stigma ambassadors, chaplaincy team

recognise appropriate and inappropriate touches and greetings and know what to do to resist pressure when they feel uncomfortable	<p>Y4 C: “Living wisely” – Personal boundaries, safe and unsafe touch.</p> <p>Y5 C: “Living wisely” – Pressure, consent, saying no</p> <p>Y6 C: “Living wisely” – Assertiveness and safeguarding oneself.</p>	<p>UKS2: 10/10: Consent; Types of abuse; safe in my body</p>	<p>FBV: mutual respect and tolerance; individual liberty; rule of law; respect</p>	<p>LKS2: One Decision – Touch; Who you can talk to</p>	anti-stigma ambassadors,
listen to and support their friends and manage friendship problems	<p>Y3 B: “We are children of God” – Listening, kindness, resolving conflict</p> <p>Y4 B: “We are part of a community” – Healthy relationships and trust.</p> <p>Y6 C: “Living wisely” – Managing peer pressure and relational issues.</p>	<p>LKS2: 10/10 – Family, friends and others</p> <p>UKS2: Caritas – Solidarity and the common good: I listen to you with my eyes, ears, heart and mind; we walk together as people of peace</p> <p>Gospel Value: service</p>	<p>PD: improve/work hard</p> <p>FBV: mutual respect and tolerance</p>		anti-stigma ambassadors,
recognise that they can make good choices and bad choices; that all the choices they make have consequences and be able to anticipate the results of them	<p>Y3 C: “Choices and consequences” – Cause and effect, moral agency.</p> <p>Y4 C: “Living wisely” – Choosing wisely in friendships and personal life.</p> <p>Y5 C: “Living wisely” – Freedom, responsibility, moral growth.</p>	<p>LKS2: 10/10 – Safe in my body (railways and water/roads and digital); targeted marketing online</p> <p>UKS2: 10/10 – gaming/gambling</p> <p>Gospel Value: perseverance</p>	<p>PD: concentrate</p> <p>FBV: all</p> <p>PC: religion</p>	<p>LKS2: One decision – jealousy</p> <p>UKS2: One decision – British values; enterprise</p>	House captains, reading team, anti-stigma ambassadors, chaplaincy team

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Relationships and Sex Education						
Audit of Current Practice						
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STRAND						
KEY STAGE 2						
Know about emotional and physical	know the rituals celebrated in Church that mark life, particularly birth, marriage and death	<p>Y5 B: "We are the Body of Christ" – Sacrament of Marriage and family life.</p> <p>Y6 B: "We are the Body of Christ" – Anointing of the Sick, funerals, and remembrance</p>	<p>LKS2: 10/10 – The sacraments</p> <p>UKS2: 10/10 – Marriage can't be forced</p>	<p>Learning code: ask good questions</p> <p>FBV: rule of law</p> <p>PC: Religion, race, gender, marriage</p>		chaplancy team

development

know that they grow and change throughout life	<p>Y3 A: "I am growing" – Human growth and change over time.</p> <p>Y4 A: "I am growing" – Development and readiness for new responsibilities.</p> <p>Y6 A: "Who am I?" – Reflecting on growth physically, emotionally, spiritually.</p>	<p>LKS2: 10/10: Life cycles; changing bodies; big changes/little changes Carits – Dignity of work; Understanding of work; helping others to find their gift and share it/to aim high</p> <p>Gospel Value: Respect</p>	<p>PD: Imagine/concentrate</p> <p>FBV: mutual respect and tolerance, individual liberty</p> <p>PC: gender</p>	<p>LKS2: Equaliteach – I can be what I want to be. One decision – chores at home</p>	<p>House captains, reading team, anti-stigma ambassadors, chaplaincy team</p>
recognise the changes that take place at puberty (e.g. emotional and physical changes) and how to deal with and express their feelings about themselves, their family and others in a positive way	<p>Y5 A: "Who am I?" – Introduction to puberty and emotional development.</p> <p>Y6 A: "Who am I?" – Physical, emotional, and social changes.</p> <p>Y6 C: "Living wisely" – Expressing emotions positively and healthily.</p>	<p>LKS2: 10/10 – Respecting our bodies/what is puberty?</p> <p>UKS2: 10/10 – peculiar feelings; seeing stuff online; emotional changes; Girls bodies/boys bodies; body image; spots and sleep, making babies; coping with change; menstruation</p> <p>Gospel Value: kindness</p>	<p>FBV: Mutual respect and tolerance, rule of law, individual liberty</p>		