

PSHRE

Personal, Social, Health and Relationships
Education (inc. Citizenship)

Our Lady and St Joseph Catholic Primary School

November 2022



Why?



- From September 2020, Relationships education became statutory in all primary schools in England. In line with government guidance, it is recommended that age-appropriate sex education is also taught in all primary schools.
- Health Education also became statutory in all state-funded schools.
- At Our Lady and St Joseph, we have been teaching this through PSHRE – Personal, Social, Health and Relationships Education (inc. Citizenship)
- Through these subjects, we aim to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Will my child's school have to engage with me before teaching these subjects?



- We have been teaching PSHRE using the Ten Ten Life to the Full scheme. We held an information morning for parents and consultation period last November.
- This year, our consultation period is running from Monday 14th to Monday 25th November 2022. The consultation process will include– online questionnaire, student council voice and a parent meeting
- The results of the consultation will be shared with the Governors and this will inform our policy for Spring 2022.

Will my child be taught sex education at primary?



- We are not introducing compulsory sex education at primary school.
- We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with:
 - family and friends,
 - how to treat each other with kindness,
 - recognising the difference between online and offline friendships.
- Children from Reception to Year 6 will still be taught all of the aspects of the Science curriculum which link to reproduction.
- These include –
 - **FOUNDATION & KEY STAGE 1 (age 5-7)**
 - That humans move, feed, grow, use their senses and reproduce
 - To name the main external parts of the body
 - That humans grow from babies into children and then into adults, and that adults can produce babies
 - To recognise similarities and differences between themselves and other pupils
 - **KEY STAGE 2 (age 7-11)**
 - That life processes common to humans and all animals include nutrition, growth and reproduction
 - The main stages of the human life cycle.

Will my children be taught about LGBT?



- In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.
- Schools need to ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.
- Schools need to ensure that all of their teaching is sensitive and age appropriate in approach and content.
- It is not statutory in primary schools to cover LGBT as part of the curriculum
- Children will be taught about loving relationships and the impact that this has on them as children. The make up of everyone's family background will be respected, from this children will learn tolerance and respect for all.

Can we opt out of any of the lessons?



- No, the statutory parts of the curriculum covered in PSHRE and Science are mandatory
- Parents have a right to withdraw their children from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum Science Order.
- If the school opted to teach any aspects of Sex Education, then parents have the right to withdraw from these sessions.

Aims of PSHRE



- Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that PSHRE is an integral part of this education.
- Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.
- It is in this context that we commit ourselves:
 - Create a safe and loving environment for the whole school community.
 - Value each member of our community by recognising the gifts and needs of every individual.
 - Work in open and honest partnership with families, the Church and the wider community

Objectives

Progression from Primary to Secondary School



To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

Objectives

Progression from Primary to Secondary School



To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Roles of Parents and School



The Church has always recognised that it is the privilege and the responsibility of parents and guardians to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents and guardians require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' conference and will always ensure that:

- Parents and guardians are supported in their task
- School works in partnership with parents, guardians and other stakeholders, sharing relevant information about the curriculum and its delivery.

TenTen Scheme 'Life to the Full'

'I have come that they may have life, and have it to the full' (John 10:10)



In Life to the Full, we follow a **three-stage structure** which is repeated across **three different learning stages**:

- **Key Stage One** is aimed at Years 1 and 2*
- **Lower Key Stage Two** is aimed at Years 3 and 4
- **Upper Key Stage Two** is aimed at Years 5 and 6

*EYFS to follow in the future

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- **Created and Loved by God**
- **Created to Love Others**
- **Created to Live in Community**

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, my body, my health Emotional well-being Life cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Within each Unit there are a **number of planned sessions** which are to be led in the classroom.

Ten Ten Scheme 'Life to the Full'



Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that **we are made in the image and likeness of God**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

What will my child be taught?

(lesson plan examples on each table)



Module One: Created and Loved by God

explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



Key Stage One:

- We are uniquely made by a loving God;
- We have differences and similarities;
- Key information about staying physically healthy;
- Understanding feelings and emotions, including strong feelings such as anger;
- The cycle of life from birth to old age.



Lower Key Stage Two:

- Understanding differences;
- Respecting our bodies;
- Puberty and changing bodies
- Strategies to support emotional wellbeing including practicing thankfulness;
- The development of pupils' understanding of life before birth.



Upper Key Stage Two:

- Appreciation of physical and emotional differences;
- A more complex understanding of physical changes in girl and boys bodies;
- Body image;
- Strong emotional feelings;
- The impact of the internet and social media on emotional well-being;
- A more nuanced and scientific understanding of life in the womb and how babies are made;
- Menstruation.



What will my child be taught?



Module Two: Created to Love Others

explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.



Key Stage One:

Unit 'Personal Relationships':



- Special People in their lives who they love and can trust;
- Coping with various social situations and dilemmas;
- The importance and saying sorry and forgiveness within relationships.

Unit 'Keeping Safe':

- The risks of being online;
- The difference between good and bad secrets;
- Teaching on physical boundaries.



Lower Key Stage Two:

Unit 'Personal Relationships':

- Children to develop a more complex appreciation of different family structures;
- Activities and strategies to help them develop healthy relationships with family and friends;
- Techniques for managing thoughts, feelings and actions.

Unit 'Keeping Safe':

- Online safety (incorporating NSPCC resources);
- Teaching on bullying and abuse through a series of animated stories.



Upper Key Stage Two:

Unit 'Personal Relationships':

- Equip children with strategies for more complex experiences of relationships and conflict;
- Identify and understand how to respond to spoken and unspoken pressure;
- The concept of consent;
- Further teaching on how our thoughts and feelings have an impact on how we act.



Unit 'Keeping Safe':

- Risks of sharing and chatting online;
- A more complex understanding of different forms of abuse.

What will my child be taught?



Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.



Key Stage One:

- Children understand that God is love: Father, Son and Holy Spirit;
- That being made in His image means being called to be loved and to love others;
- Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community;
- Children will know that God calls us to live in community with one another.



Lower Key Stage Two:

- Develop a deeper understanding that God is love as shown by the Trinity;
- Understand that the human family reflects the Holy Trinity in mutual charity and generosity;
- The Church family comprises of home, school and parish;
- Catholic Social Teaching on what it means to work for the Common Good.



Upper Key Stage Two:

- Children will:
- Know that God is Trinity – a communion of persons;
- Know that the Church is the body of Christ;
- Develop a deeper and richer understanding of Catholic social teaching;
- Learn how certain charities reach out to the wider community with love.



Vocabulary per Year Group



Reception	Eyes
God	Hair
Womb	Hands
Unique	Fingers
Describe	Boy/Girl
Special	Name
Love	Family

Y1:
God
Special
Unique
Important
Friend
Different

Y2:
God
Community
Belonging
Family
Father / Mother
Carer / Guardian
Feelings
Emotions

Y3:	Difference
God	Father/Mother
Emotions	Carer / Guardian
Community	Feelings
Friends	Lonely
Belonging	Alone
Changing	Forgiving
Family	

Y4:	Respect
God	Development
Celebrate	Change
Gifts	Male & Female
Achievement	Body parts
Talents	Conflict
Sensitivity	Appreciate
Difference	

Y5	External
God	Internal
Sensitivity	Change
Puberty	Develop
Presence	Ovulation
Celebrate	

Y6:	Conceive
God	Uterus
Christian	Cervix
Appropriate	Fiancé
Dignity	Relationship
Fallopian	Marriage

There is a vocabulary document for each key stage on the school website.

Week beginning 7th March 2022

OLI: to know they are entitled to bodily privacy. (RE, PSED, C&L)

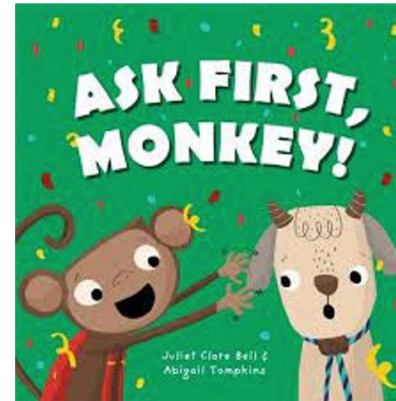
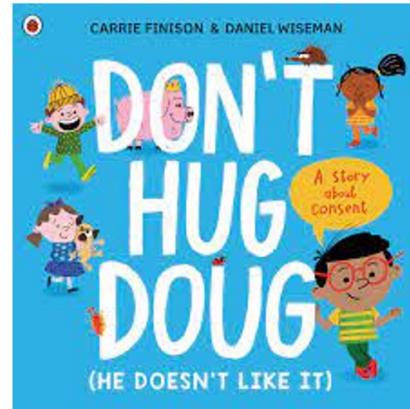
As part of our *Ten:Ten* programme, we discussed the importance of knowing and recognising that our body belongs to us and we have the right to privacy and to say 'no' if we don't want any physical contact.

We read two books around the topic of hugging/ physical contact with friends and family; 'Don't Hug Doug (He Doesn't Like It)' by Carrie Finison & Daniel Wiseman and 'Ask First, Monkey!' by Juliet Clare Bell & Abigail Tompkins.

Children shared their likes and dislikes about being hugged or tickled and we focussed on the importance of asking permission before hugging someone as well as the importance of saying 'no' if you don't want or like to be touched/ hugged.



Reception



Key Stage One



Key Stage One
Module 1: Created and Loved by God
Unit 1: Religious Understanding
Session ID: KS1-001

Ten:Ten Resources

Monday 17th October 2022

OLI: To create a self-portrait of myself because God created me.
SC: I know that I am created and loved by God.
I can give thanks to God for creating me.

I am created and loved by God!

Why are you thankful to God for creating you?

I am thankful to God for creating me and my mummy and daddy. I am thankful because I am kind.

Wednesday 19th October 2022

Ten:Ten Resources

OLI: To understand that God created each of us individually.
SC: I can label the different parts of the body.

~~Toe Foot Knee Leg Finger Thumb Hand Arm Elbow Shoulder~~
~~Head Neck Mouth Hair~~

Head Hair Eyes
ears neck mouth shoulders
arm back thumb
Fingers hand elbow
Foot Leg knee
toes



Lower Key Stage Two



Friday 15th October 2022
OLI: To understand we are all unique
 Module 1: Created and Loved by God
 Unit 2: Me, My Body, My Health

Ten:Ten Resources



The children explored the slides about what makes us different and a role play drama scene about some friends having a disagreement. Then the children worked together to role play exploring a range of scenarios based on what they had watched and character profiles. Great group work!



Friday 10th June 2022
OLI: To understand that our bodies are made by God and how to look after them
 Module 2: Created to Love Others
 Unit 3: Keeping Safe

well done Mice.

Smoking
 You should never smoke because it let a negative impact in your lungs. It makes your lungs all black and black. Smoking can also kill you if you smoke too much. Smoking is addictive so you shouldn't smoke even once. It's dangerous and it can't give you can let and disease it is.

Drugs
 Drugs have a negative impact and a positive impact. Drugs can kill you if you're not meant to take them. They aren't good for you and you shouldn't get lost. You can get the medication one if your meant to but don't get the other one if you're not instructed to.

Alcohol
 before drinking Wine
 I need some
 after drinking
 only drink alcohol in small amounts. It can affect your brain and your movements. You shouldn't drink lots because you can get injured and you may crash in a car. It also affects how you walk and what you do. Alcohol can be good but you should still never drink Alcohol.

bed pills after
 Good pills before
 before after

OLI: To understand how to use technology safely
 Module 2: Created to Love Others
 Unit 3: Keeping Safe

On the outside of the body - write the names of apps and websites you use/want to use.
 Inside the body - write the things you need to do to be safe online.

Roblox
 Among us
 YouTube
 FIFA
 Twitch

Sky
 Messenger
 TickTock
 Insta gram

by masibic champions

Think before you post
 Tell an adult if something or one internet happens
 Don't spread fake news.
 Use age appropriate games
 Be sensible with apps you use.
 make sure an adult supervises your account.
 Don't respond
 Don't be inattentive

Upper Key Stage Two



Date: 22nd September 2022
 OLI: To hear and experience the Gospel story of Jesus calming the storm

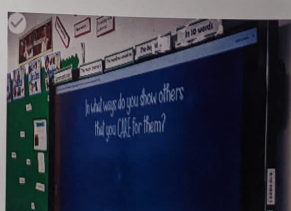
Ten:Ten Resources



Module 1: Created and loved by God
 Unit 1: Religious understanding

During these sessions, children discussed and understood that we are created individually by God who cares for us and wants us to put our faith in Him.

We discussed that we show people we care for them in many different ways. We also looked at the Gospel story of Jesus calming the storm. We spoke and reflected on how Jesus guided and cared for his disciples.



OLI: to learn about how a baby grows and develops in its mother's womb.



Before We Were BORN

Getting all scientific



Describe what the following are:

- Placenta: When food and nutrients enter the baby
- Conception: When a sperm and an egg meet and make a baby
- Embryo: Is when the baby has been in the womb for 3 months.
- Sperm: They meet with an egg. The male reproductive cell.
- Womb (uterus): It is a nice place for the cells.
- Fallopian Tube: It is a small tube which leads to the cells.
- Vagina: When the baby is ready then you push it out from the vagina.
- Implantation: It is when the cells nestle into the womb.
- Egg: It is a female's reproductive cell
- Umbilical cord: It is a cord leading to the baby to deliver food.
- Fetus: Is when the baby's vital organs grow.

Use the words above to fill in the gaps below. You will have to use some words more than once:

When one of a man's sperm meets a woman's egg they combine to form a ball of cells that multiply quickly. That is when a human life begins. It is called the moment of conception. When the ball of cells, this new life, goes down

Identity

Finding out who you are!



Facts:

My name is [redacted]
 I'm 10 years old.
 I live in [redacted]
 I live with my mom and dad

Hobbies:

I'm really good at football and swimming
 I like playing football
 I love playing game with friends
 I'm not so good at basketball
 I don't like cricket

When I'm not the best I feel weird
 upset and feel sad

Values:

It's important to me that I try my best
 I try to remember that I can't be the best
 I know God thinks I am the best version of myself
 When I remember that God loves me just as I am I feel happy and feel loving self

OLSJ Parent Portal



www.tentenresources.co.uk/parent-portal

School Username: ol-stjoes-n1

School Password: banjo-player