



Nottingham Roman Catholic
Diocesan Education Service

Primary Curriculum Framework Relationships Education, Relationships and Sex Education and Health Education

July 2026 version 1

Introduction

This primary framework document has been produced for schools in the Diocese of Nottingham. It is offered as a resource which schools may choose to adopt or adapt as they see fit. It has been designed using the Catholic Education Service 'Model Curriculum' and is fully compliant with the July 2025 requirements from the Department for Education.

It is presented in two parts. Part 1 maps out the entire primary curriculum through the different phases: EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Part 2 then provides details of how the objectives can be taught using a range of schemes including connections with the *Religious Education Directory* (RED).

The Diocese of Nottingham does not endorse any particular scheme however, schools **must** ensure that – at all times, any resources used are in keeping with the teachings of the Catholic Church. For guidance and further support, please contact David Quinn (RE and Catholic Life Adviser) – david.quinn@nottingham-des.org.uk.

Department for Education (DfE) updated statutory guidance for Relationships, Sex and Health Education (RSHE) – a summary of the changes (July 2026)

Towards the end of the Pentecost term (2025), the Department for Education (DfE) published updated statutory guidance for Relationships, Sex and Health Education (RSHE). This guidance will replace the current 2019 guidance and must be implemented from 1 September 2026.

A summary of these updates:

- A greater focus on online safety and wellbeing. For example, pupils will learn about online financial harms such as gaming, video game monetisation, scams and fraud – as well as the reasons for age restrictions on online content such as gambling websites and social media. The new guidance also includes content on helping pupils to critically engage with what they see online and recognise their rights – for example in relation to privacy, consent and personal data (with new learning around the importance of location settings for instance).
- Within health education, there's still an emphasis on helping pupils understand their bodies and the changes they might experience — and now, this includes learning the correct names for body parts (including genitalia). This reflects established best practice when it comes to giving children the knowledge and understanding they need to stay safe, including the ability to identify and report signs of abuse, while reducing stigma. Many schools

have been teaching this effectively for years as part of their approach to safeguarding, but this addition to the statutory guidance brings welcome clarification and reassurance.

- The addition of 'personal safety' to the statutory content, with an emphasis on recognising and reducing risk, in the context of fire and travel safety — for example around water, roads and railways.
- New learning around change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently
- The guidance also includes an increased emphasis on skills as well as knowledge. For example, within Relationships education there's new learning around communicating effectively, and developing the ability to be assertive and to express needs and boundaries. There's also an emphasis on skills for managing difficult feelings in the context of Relationships, such as disappointment, frustration and loneliness — and these skills are highlighted in online contexts too.
- The guidance states that some schools may decide to cover image sharing or online sexual content in late primary, if this is something they know is affecting their pupils. The DfE emphasises that if schools choose to cover these topics, teaching should be 'age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion'.

Structure of the Primary Curriculum Framework

This Primary Curriculum Framework covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

Created and loved by God *(this explores the individual)*

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to love others *(this explores an individual's Relationships with others)*

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Created to live in community – local, national & global *(this explores the individual's relationships with the wider world)*

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society. Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Theme 1: Created and Loved by God *(this explores the individual)*

EYFS and Key Stage 1

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Respectful of their own bodies and character
- Appreciative for blessings
- Grateful to others and to God
- Patient when they do not always get what they want

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE HUMAN PERSON: LOVING MYSELF

- We are made by God and are special
- We are all God's children
- Ways of expressing gratitude to God
- About the sacrament of Baptism

ME, MY BODY AND MY HEALTH

Me

- We are all unique individuals
- We all have individual gifts, talents and abilities

My body

- The names of the external parts of the body
- The similarities and differences between girls and boys

My Health

- How to maintain personal hygiene
- What constitutes a healthy lifestyle, including:

EMOTIONAL WELL-BEING AND ATTITUDES

Emotional well-being

- That we all have different likes and dislikes
- A language to describe feelings

Attitudes

- A basic understanding that feelings and actions are two different things
- Simple strategies for managing feelings and behaviour
- That choices have consequences

LIFE CYCLES AND FERTILITY

Life cycles

- That there are life stages from birth to death

Theme 1: Created and Loved by God (*this explores the individual*)

Key Stage 2

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Respectful of their own bodies, character and giftedness

- Appreciative for blessings
- Grateful to others and to God
- Self-disciplined and able to delay or forego gratification for the sake of greater goods ▪ Discerning in their decision making
- Determined and resilient in the face of difficulty
- Courageous in the face of new situations and in facing their fear

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE HUMAN PERSON: LOVING MYSELF

- We are special people made in the image and likeness of God
- We are children of God with an innate dignity
- God has created us for a purpose (vocation)
- Life is precious and their body is God's gift to them
- Prayer and worship are ways of nourishing their relationship with God
- Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

ME, MY BODY AND MY HEALTH

Me

- Everyone expresses their uniqueness in different ways and that being different is not always easy
- Strategies to develop self-confidence and self-esteem
- Each person has a purpose in the world
- That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)

My body

- Their body will change and develop as they grow
- About the growth and development of humans and the changes experienced during puberty
- The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)

My Health

- How to make informed choices that have an impact on their health

EMOTIONAL WELL-BEING AND ATTITUDES

Emotional well-being

- That we all have different likes and dislikes
- A language to describe feelings

Attitudes

- A basic understanding that feelings and actions are two different things
- Simple strategies for managing feelings and behaviour
- That choices have consequences

LIFE CYCLES AND FERTILITY

Life cycles

- How a baby grows and develops in its mother's womb
- To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)

Fertility

- The nature and role of menstruation in the fertility cycle
- How human life is conceived in the womb, including the language of sperm and ovary.

Theme 2: Created to love others *(this explores an individual's relationship with others)*

EYFS and Key Stage 1

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Friendly, able to make and keep friends
- Caring, attentive to the needs of others and generous in their responses
- Respectful of others, their uniqueness, their wants and their needs
- Forgiving, able to say sorry and not hold grudges against those who have hurt them
- Courteous, learning to say, "please" and "thank you"
- Honest, able to tell the difference between truth and lies

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF HUMAN RELATIONSHIPS: LOVING OTHERS

- We are part of God's family
- All families are important
- That saying sorry is important and can help mend broken friendships
- Jesus cared for others
- That we should love other people in the same way Jesus loves us

PERSONAL RELATIONSHIPS

- The characteristics of positive and negative Relationships
- To identify special people (e.g. family, carers, friends) and what makes them special
- There are different family structures and these should be respected Families should be a place of love, security and stability.
- The importance of spending time with your family
- How their behaviour affects other people and that there are appropriate and inappropriate behaviours
- To recognise when people are being unkind to them and others and how to respond

- Different types of teasing and bullying which are wrong and unacceptable

KEEPING SAFE AND PEOPLE WHO CAN HELP ME

Keeping safe

- To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online
- To use simple rules for resisting pressure when they feel unsafe or uncomfortable
- The difference between good and bad secrets
- Identifying and correctly name their 'private parts' (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation
- Importance of seeking and giving permission in relationships.

People who can help me

- Who to go to if they are worried or need help
- That there are a number of different people and organisations they can go to for help in different situations

Theme 2: Created to love others *(this explores an individual's relationships with others)*

Key Stage 2

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Loyal, able to develop and sustain friendships
- Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble
- Respectful, able to identify other people's personal space and respect the ways in which they are different
- Forgiving, developing the skills to allow reconciliation in relationships
- Courteous in their dealings with friends and strangers
- Honest, committed to living truthfully and with integrity

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF HUMAN RELATIONSHIPS: LOVING OTHERS

- Christians belong to the Church family which includes the school, parish and diocese
- Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation
- The importance of forgiveness and reconciliation in Relationships and some of Jesus' teaching on forgiveness
- The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

PERSONAL RELATIONSHIPS

- How to maintain positive Relationships and strategies to use when Relationships go wrong
- There are different types of Relationships including those between acquaintances, friends, relatives and family
- Marriage represents a formal and legally recognised commitment
- For the Church, marriage has a special significance as one of the sacraments
- The characteristics of a healthy family life
- How to make informed choices in Relationships and that choices have positive, neutral and negative consequences
- An awareness of bullying (including cyber-bullying) and how to respond

- About harassment and exploitation in Relationships, including physical, emotional and sexual abuse and how to respond
- To recognise and manage risk, to develop resilience and learn how to cope with 'dares' and other ways in which people can be pressurised
- About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes

KEEPING SAFE AND PEOPLE WHO CAN HELP ME

Keeping safe

- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That not all images, language and behaviour are appropriate
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- Importance of seeking and giving permission in Relationships

People who can help me

- That there are a number of different people and organisations they can go to for help in different situations and how to contact them
- How to report and get help if they encounter inappropriate materials or messages
- To keep asking for help until they are heard

Theme 3: Created to live in community - local, national & global *(this explores the individual's relationships with the wider world)*

EYFS and Key Stage 1

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Just and fair in their treatment of other people, locally, nationally and globally
- People who serve others, locally, nationally and globally
- Active in their commitment to bring about change

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE IMPORTANCE OF HUMAN COMMUNITIES

- That God is Father, Son and Holy Spirit
- Some scripture illustrating the importance of living in community
- Jesus' teaching on who is my neighbour

LIVING IN THE WIDER WORLD

- That they belong to various communities such as home, school, parish, the wider local community and the global community
- That their behaviour has an impact on the communities to which they belong
- That people and other living things have needs and that they have responsibilities to meet them;
- About what harms and improves the world in which they live
- How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands

Theme 3: Created to live in community - local, national & global *(this explores the individual's relationships with the wider world)*

Key Stage 2

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Just, understanding the impact of their actions locally, nationally and globally
- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally
- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE IMPORTANCE OF HUMAN COMMUNITIES

- God is Trinity – a communion of persons
- The key principles of Catholic Social Teaching
- The Church is the Body of Christ

LIVING IN THE WIDER WORLD

- That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)
- That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
- That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
- About the range of national, regional, Religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

THE FOLLOWING OUTLINES EXPECTED COVERAGE BY THE END OF PRIMARY SCHOOL (DfE) – July 2025

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive Relationships, with particular reference to friendships, family Relationships, and Relationships with other children and with adults.

**Each statement has been assigned a code [REL1, REL2, REL3 etc.] so that they can be easily cross referenced and evidenced.*

By the end of primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability [REL1]
- 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 [REL2]
- 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 [REL3]
- 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 [REL4]
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong [REL5]
- how to recognise if family Relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. [REL6]

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends [REL7]
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties [REL8]
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded [REL9]
- 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 [REL10]

- 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 [REL11]

Respectful, kind relationships

Pupils should know

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. [REL12]
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. [REL13]
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. [REL14]
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. [REL15]
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. [REL16]
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners. [REL17]
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. [REL18]
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. [REL19]
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. [REL20]
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. [REL21]

Online safety and awareness relationships

Pupils should know

- That people should be respectful in online interactions, and that the same principles apply to online Relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. [REL22]
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. [REL23]
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. [REL24]
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. [REL25]
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. [REL26]
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. [REL27]

Being safe

Pupils should know

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. [REL28]
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. [REL29]
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. [REL30]
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. [REL31]
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust [REL32].
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. [REL33]

- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. [REL34]

Health and wellbeing (Primary)

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the Relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them.

**Each statement has been assigned a code [H&W1, H&W2, H&W3 etc.] so that they can be easily cross referenced and evidenced.*

By the end of primary school:

General wellbeing

Pupils should know

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. [H&W1]
- The importance of promoting general wellbeing and physical health. [H&W2]
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. [H&W3]
- Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. [H&W4]
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. [H&W5]
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. [H&W6]
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. [H&W7]
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. [H&W8]
- Where and how to seek support (including recognising the triggers for seeking support), including who 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). [H&W9]
- That it is common to experience mental health problems, and early support can help. [H&W10]

Wellbeing online

Pupils should know

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. [H&W11]
- Pupils should be supported to discuss how online Relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online Relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. [H&W12]
- The benefits of limiting 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. [H&W13]
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. [H&W14]
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. [H&W15]
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. [H&W16]
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. [H&W17]
- How to understand the information they find online, including from search engines, and know how information is selected and targeted. [H&W18]
- That they have rights in relation to sharing personal data, privacy and consent. [H&W19]
- Where and how to report concerns and get support with issues online. [H&W20]

Physical health and fitness

Pupils should know

- The characteristics and mental and physical benefits of an active lifestyle. [H&W21]
- 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. [H&W22]
- The risks associated with an inactive lifestyle (including obesity). [H&W23]
- How and when to seek support including which adults to speak to in school if they are worried about their health. [H&W24]

Healthy eating

Pupils should know

- What constitutes a healthy diet (including understanding calories and other nutritional content). [H&W25]

- Understanding the importance of a healthy relationship with food. [H&W26]
- The principles of planning and preparing a range of healthy meals. [H&W27]
- 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). [H&W28]

Drugs, tobacco, alcohol and vaping

Pupils should know

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. [H&W29]

Health protection and prevention

Pupils should know

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. [H&W30]
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. [H&W31]
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. [H&W32]
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. [H&W33]
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. [H&W34]
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. [H&W35]

Personal safety

Pupils should know

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. [H&W36]
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. [H&W37]

Basic first aid

Pupils should know

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. [H&W38]
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. [H&W39]

Developing bodies

Pupils should know

- About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. [H&W40]
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. [H&W41]
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. [H&W42]

Part 1

Progression within Relationships Education, Relationships and Sex Education and Health Education

Early Years to Key Stage 2

The following grids incorporate both the guidelines from the Catholic Education Service (Spring 2026) and the statutory requirements from the DfE regarding Health Education (health and wellbeing) (H&W) and Relationships Education (REL) (July 2025).

**This guidance updates the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019 and will be kept under review.*

***From 1 September 2026, the updated Health and wellbeing (H&W) and Relationships Education (REL) aspects of PSHE education will be compulsory in all schools. The following grids (Revised Spring 2026) from the Catholic Education Service (CES) have been annotated with the respective code to further evidence coverage of each of these areas.**

Theme 1: Created and Loved by God

EYFS	KS1	LKS2	UKS2
That I am made by God	That I am special because I am made and loved by God	That life is precious and given by God	That we are all children of God and made in God's image and likeness
What I am good at	That I have individual gifts, talents and abilities, given by God	That God wants me to use my individual gifts, talents and abilities	That each person has a purpose in the world and that God has created me for a particular purpose which involves commitment and self-giving (vocation)
Talk about the good things in my life [REL1, REL14]	Give thanks for the good things in my life [REL1, REL14]	Be grateful to others for the good things in my life [REL1, REL14]	Demonstrate my gratitude to others for the good things in my life through words and actions [REL1, REL14]
That I am living and growing	That babies change and grow and that there are life stages from conception to death	That my body is changing as I grow and some of the changes that occur throughout life [H&W34]	The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty [H&W34, H&W40]
That a baby grows inside its mother's womb before birth	That a baby moves as it grows in its mother's womb	How a baby grows and develops in its mother's womb	About the week by week development of the baby in its mother's womb (H&W42)
Be patient when I do not always get what I want straight away [REL13]	Accept that I do not always get what I want	Accept that I do not always get what I want and show an awareness of why this is [REL13]	Be self-disciplined and able to delay or even deny myself [REL13]

Theme 1: Created and Loved by God

EYFS	KS1	LKS2	UKS2
Identify living things	Identify the needs of people and other living things	Describe the needs of people and other living things, including the need to reproduce	How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle [H&W35 H&W40, H&W41]
Name similarities and differences between myself and others	Describe the similarities and differences between different people (general)	Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions [REL27]	About the differences between boys and girls with regard to puberty and reproduction [REL27, H&W34, H&W40]
Keep clean by washing and drying my hands [H&W24, H&W25]	Say what I should do to keep my body healthy, (exercise, food, teeth, sleep, keeping clean) [H&W19, H&W22, H&W24]	Describe a healthy lifestyle, including physical activity, dental health, healthy eating, sleep and hygiene [H&W19, H&W20, H&W22, H&W23, H&W24, H&W25]	About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol. The facts and science relating immunisation and vaccination [H&W19, H&W20, H&W22, H&W23, H&W24, H&W25]
What I like and dislike [REL19]	That we all have different likes and dislikes [REL9, REL19]	Confidently say what I like and dislike [REL9, REL19]	Be confident in my relationships with my peers in various situations, including online [REL9, REL19]
Say how I feel at different times [H&W3]	Name happy and sad times in my life [H&W3]	Describe the wider range of my feelings [H&W3]	Describe how my emotions may change and intensify as I grow and move through puberty [H&W3, H&W34]

Theme 1: Created and Loved by God

EYFS	KS1	LKS2	UKS2
			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. [H&W10]
			How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body [H&W26]
		Describe changes that happen in life e.g. loss, separation, divorce and bereavement [REL4, REL6]	Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement [REL4, REL6, H&W34]
	Talk about my mood and know that how I am feeling is a normal part of daily life [H&W1, H&W2]	Describe some ways to maintain good mental health (exercise, diet, sleep, company) [H&W1, H&W2, H&W5, H&W6, H&W22, H&W23, H&W18, H&W19, H&W20, H&W28]	Describe the impact that poor lifestyle choices can have on mental health and how exercise, fresh air, company (Including helping others), hobbies, good diet and sleep can support mental well-being. [H&W1, H&W2, H&W5, H&W6, H&W22, H&W23, H&W18, H&W19, H&W20, H&W28]

Theme 2: Created to Love Others

EYFS	KS1	LKS2	UKS2
Say 'please' and 'thank you' [REL14, REL28]	Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting [REL14, REL25, REL28]	Be courteous, showing good manners at home and in school [REL14, REL25, REL28]	Be courteous in my dealings with friends and strangers [REL14, REL23, REL25, REL28]
Say 'sorry' [REL2, REL8, REL10]	Be forgiving, able to say sorry to mend relationships [REL2, REL8, REL10, REL13]	Be forgiving, able to say sorry and not hold grudges against those who have hurt me [REL2, REL8, REL10, REL13]	Be forgiving, developing the skills to allow reconciliation in relationships [REL2, REL8, REL10, REL13]
Show care for others [REL8, REL30]	Be caring, aware of the needs of others [REL8, REL30]	Be caring, aware of the needs of others and responding to those needs [REL8, REL30, H&W32]	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help [REL8, REL30, H&W32]
Who can help me in school [REL13, REL29, REL30, REL32 H&E9, H&E18, H&E21]	Who to go to if I am worried or need help [REL13, REL17, REL29, REL30, REL31, REL32, H&W7, H&W9, H&W18, H&W21, REL34]	That I can go to a number of different people for help in different situations [REL13, REL17, REL29, REL30, REL3, REL32, H&W7, H&W9, H&W18, H&W21 REL34,]	That there are a number of different people and organisations I can go to for help in different situations and how to contact them [REL13, REL17, REL29, REL30, REL31, REL32, H&W7, H&W9, H&W18, H&W2, REL33]
That I belong to a family and can name my family members [REL3, REL12]	That healthy families love, care and protect one another and that there are different family structures and these should be respected [REL3, REL12]	That there are different types of Relationships including those between acquaintances, friends, relatives and family [REL3, REL12]	About the importance of living in right relationship with the range of national, regional, Religious and ethnic identities in the United Kingdom and beyond, respecting diversity [REL3, REL12]

Theme 2: Created to Love Others

EYFS	KS1	LKS2	UKS2
Identify special people (family, carers, friends) in my life [REL1, REL8]	Recognise what makes people special [REL1, REL8]	Show care and concern for the special people in my life [REL1, REL8]	Show care and concern for the special people in my life and put their needs before my own [REL1, REL8, REL16]
When people are being unkind to me and others and how to respond [REL17, REL19]	That there are different types of teasing and bullying which are wrong and unacceptable and how to respond [REL17, REL19, REL22]	What bullying is (including cyberbullying) and how to respond [REL17, REL19, REL22, REL23]	How to report and get help if I encounter inappropriate materials or messages [REL17, REL19, REL22, REL23]
	Get adult help if someone is hurt [H&W32, H&W33]	Make a clear and efficient call to emergency services if necessary [H&W32, H&W33 H&W37]	Describe some basic first-aid, dealing with common injuries [H&W32, H&W33 H&W37]
	Recognise the characteristics of positive and negative relationships [REL11, REL13, REL19, REL26, REL28, REL29]	The difference between good and bad secrets [REL11, REL13, REL19, REL26, REL28, REL29]	How to make informed choices in relationships [REL11, REL13, REL19, REL23, REL26, REL28, REL29]
	How to use simple rules for resisting pressure when I feel unsafe or uncomfortable [REL21, REL22]	How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online [REL20, REL21, REL22, R23]	That my increasing independence brings increased responsibility to keep myself and others safe [REL20, REL21, REL22, REL23]
That God loves me and I can talk to God through prayer	That prayer is listening to God as well as talking to him	That I can spend time with God in prayer by myself and with others which helps me in life	That prayer and worship nourish my relationship with God and support my relationships with others
That Jesus cares for me and I am part of God's family [REL5, REL7]	That Catholics belong to the Church family and that Jesus cares for all [REL5, REL7]	That belonging to the Church family means that I should love other people in the same way as Jesus does [REL5, REL7]	That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching) [REL5, REL7]

Theme 2: Created to Love Others

EYFS	KS1	LKS2	UKS2
That Jesus tells us to love one another [REL1, REL2, REL7, REL8, REL13]	That Jesus tells us to forgive one another [REL1, REL2, REL7, REL8, REL13]	That following Jesus' teaching on forgiveness can help me in my relationships my friends [REL1, REL2, REL5, REL7, REL8, REL10, REL13]	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness [REL1, REL2, REL5, REL7, REL8, REL10, REL13]
	Describe how to keep safe in the sun [H&W27]	Describe how and why to keep safe in the sun [H&W27]	About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage [H&W27]
	Look after myself and show respect to others [REL3, REL4, REL8, REL12, REL15, REL16, REL18]	Be respectful of myself and others, recognising differences [REL3, REL4, REL8, REL12, REL15, REL16, REL18]	Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics) [REL3, REL4, REL8, REL12, REL15, REL16, REL18]
	Be honest, able to tell the truth about my actions [REL8, REL26]	Be honest, able to be truthful in my Relationships with others [REL8, REL26]	Be honest, striving to live truthfully and with integrity, using good judgement [REL8, REL26]
	Manage my feelings and behaviour [H&W4]	Cope with natural negative emotions and show resilience following setbacks [H&W4, REL11]	Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges [H&W4, REL11]
	That how I act can have consequences [REL19, H&W8]	That some behaviour is unacceptable [REL19, H&W8]	That some behaviour is unacceptable, unhealthy or risky [REL19, H&W8]

Theme 2: Created to Love Others

EYFS	KS1	LKS2	UKS2
	How my behaviour affects other people and that there are appropriate and inappropriate behaviours [REL11, REL13, REL19, REL26, REL28, REL29]	That not all images, language and behaviour are appropriate [REL11, REL13, REL19, REL26, REL28, REL29]	How to use technology safely [REL11, REL13, REL19, REL23, REL26, REL28, REL29]
		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 [H&W12]	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 [H&W12]
		Why social media, some computer games and online gambling, for example, are age restricted [H&W14]	Why social media, some computer games and online gambling, for example, are age restricted [H&W14]
		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 [H&W15]	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 [H&W15]
		How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted [H&W16]	How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted [H&W16]

Theme 3: Created to live in community

EYFS	KS1	LKS2	UKS2
To explore who my neighbour is – locally / globally	Recognise that I belong to a variety of communities locally, nationally and globally [REL8]	Show concern for the communities to which I belong, aware that my behaviour has an impact upon them [REL8, REL16]	Be just and fair, acting with integrity to show understanding of the impact of my actions locally, nationally and globally [REL8, REL16]
Right and wrong actions	That how I act can have consequences [REL19, H&W8]	That some behaviour is unacceptable [REL19, H&W8]	That some behaviour is unacceptable, unhealthy or risky [REL19, H&W8]
To make the Sign of the Cross	To make, and understand the meaning of the Sign of the Cross	That God is Trinity	That God is Trinity, a communion of persons
Show friendly behaviour towards others [REL8, REL9, REL16]	Be friendly and can make friends [REL8, REL9]	Be friendly, able to make and keep friends [REL8, REL9, REL16]	Be loyal, able to develop and sustain friendships [REL8, REL9, REL16]
Ask questions about the wider world [REL30]	Show awareness of differences between my life and others in the wider world [REL30, REL31]	Identify injustices in the wider world [REL30, REL31]	Speak out about injustice in the wider world and what I can do to help [REL30, REL31]
That Jesus tells us to love one another [REL1, REL2, REL7, REL8, REL13]	That Jesus tells us to forgive one another [REL1, REL2, REL7, REL8, REL13]	That following Jesus' teaching on forgiveness can help me in my relationships my friends [REL1, REL2, REL5, REL7, REL8, REL10, REL13]	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness [REL1, REL2, REL5, REL7, REL8, REL10, REL13]
Show care for others [REL8, REL30]	Be caring, aware of the needs of others [REL8, REL30]	Be caring, aware of the needs of others and responding to those needs [REL8, REL30, H&W32]	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help [REL8, REL30, H&W32]

Theme 3: Created to live in community

EYFS	KS1	LKS2	UKS2
Talk about the good things in my life [REL1, REL14]	Give thanks for the good things in my life [REL1, REL14]	Be grateful to others for the good things in my life [REL1, REL14]	Demonstrate my gratitude to others for the good things in my life through words and actions [REL1, REL14]
			That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)
Talk about how we can help the world	That their behaviour has an impact on the communities to which they belong	That their behaviour, and that of others has an impact on the communities to which they belong	That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
Talk about what harms and improves the world in which they live	How diseases are spread, and the responsibilities they have for their own health and that of others e.g. washing hands	How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
We are all special and unique	Importance of living in right relationship with one another	About the range of national, regional, Religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another	About the range of national, regional, Religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

Part 2

Coverage within Relationships Education, Relationships and Sex Education and Health Education

Early Years to Key Stage 2

The following presents an exemplar of how schools may choose to evidence coverage.

Some resources are compulsory whilst others are already commonplace within many of our schools.

Schools are invited to further populate the grid with additional evidence below, in order to showcase coverage further.

Theme 1: Created and Loved by God (EYFS)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD resources	Links to Global Calendar	Rights Respecting
That I am made by God	Creation & Covenant	EYFS, Module 1, Unit 1	1. We are all special		Picture my World resource		Article 2 – Non-discrimination: Everyone has rights, whatever their differences.
What I am good at		EYFS, Module 1, Unit 2	2. I can say one good thing about myself	Self-confidence and self-awareness (40 – 60+mths)	Picture my World resource		Articles 2 & 29 – Respect for difference and developing talents: Celebrate everyone's gifts, talents and abilities.
Talk about the good things in my life	Creation & Covenant	EYFS, Module 1, Unit 3 EYFS, Module 3, Unit 2			Picture my World resource	World Environment Day 5 June	Article 12 – Respect for children's views: Children have the right to express their views and have them taken seriously.
I know: That I am living and growing	Creation & Covenant	EYFS, Module 1, Unit 2		Understanding the World (30 – 50mths)	Harvest resources		Article 6 – Life, survival and development: Every child has the right to grow and develop.
That a baby grows inside its mother's womb before birth		EYFS, Module 1, Unit 1				International Women's Day	Article 6 – Life and development: Explore how babies grow and develop.
Identify living things		EYFS, Module 1, Unit 1		Understanding the World (30 – 50mths)		World Wildlife Day 3 March	Article 29 – Education and respect for the natural world: Develop care and respect for living things.
Be patient when I do not get what I want straight away		EYFS, Module 2, Unit 2		Managing feelings and behaviour (30 – 50mths)			Articles 12 & 29 – Respect and responsible behaviour: Recognise that everyone's needs and views matter.

Theme 1: Created and Loved by God (EYFS)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD resources	Links to Global Calendar	Rights Respecting
What I like and dislike		EYFS, Module 1, Unit 4		Self-confidence and self-awareness (40 – 60+mths)	Picture my World resource		Article 12 – Respect for children's views: Children can express their likes, dislikes and opinions.
Name similarities and differences between myself and others		EYFS, Module 1, Unit 4	35. I notice we are the same and we are different	Understanding the World (40 – 60+mths)		World Day for Cultural Diversity 21 June	Article 2 – Non-discrimination: Everyone has the same rights regardless of differences.
Keep clean by washing and drying my hands		EYFS, Module 2, Unit 4		Health and self – care (30 – 50mths)		World Health Day 7 April World Water Day 22 March	Article 24 – Health: Every child has the right to good health and to learn about keeping healthy.
Say how I feel at different times		EYFS, Module 1, Unit 3					Articles 12 & 24 – Voice and wellbeing: Children have the right to express their feelings and receive support.

Theme 2: Created to Love Others (EYFS)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD resources	Links to Global Calendar	Rights Respecting
Show care for others	Creation & Covenant Galilee to Jerusalem Desert to Garden	EYFS, Module 3, Unit 1 EYFS, Module 3, Unit 2	27. I know how to help others when they are in trouble	Making Relationships (22 – 36mths)		Fair Trade Fortnight February Refugee Week June	Articles 3 & 12 – Best interests and voice: Think about what helps others to feel safe, happy and cared for.
Say 'please' and 'thank you'		EYFS, Module 3, Unit 1	19. I try to use words that make the world a better place	Managing feelings and behaviour (40 – 60+mths)	Picture my World resource		Articles 12 & 29 – Respect: Listen to others and treat people with courtesy and respect.
That God loves me and I can talk to God through prayer	All Branches	EYFS, Module 3, Unit 1					
Say 'sorry'			31. I know how to show I am sorry	Managing feelings and behaviour (40 – 60+mths)		International Day of Peace 21 September	Articles 3 & 29 – Respectful relationships: Repair relationships and consider the impact of our actions on others.

Theme 2: Created to Love Others (EYFS)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD resources	Links to Global Calendar	Rights Respecting
That Jesus cares for me and I am part of God's family	Creation & Covenant To the ends of the earth Dialogue & Encounter	EYFS, Module 3, Unit 2				Universal Children's Day 20 November	Article 2 – Non-discrimination: Everyone belongs and has equal rights.
That Jesus tells us to love one another	Prophecy & Promise Galilee to Jerusalem	EYFS, Module 3, Unit 1					Articles 2 & 29 – Respect for others: Everyone should be treated with dignity and respect.
I know: Who can help me in school		EYFS, Module 2, Unit 4	25. I know when to ask for help and who to ask for help from	Self-confidence and self-awareness (30 – 50mths)			Articles 19 & 12 – Protection and voice: Children have the right to be safe and to speak to trusted adults.
That I belong to a family and can name my family members	Creation & Covenant To the ends of the Earth	EYFS, Module 3, Unit 2		Understanding the World People and communities (22 – 36mths)		International Day of Families 15 May	Articles 7 & 8 – Identity and family: Children have the right to an identity and family relationships.
I can: Identify special people (family, carers, friends) in my life	Galilee to Jerusalem	EYFS, Module 2, Unit 4		Making Relationships (30 – 50mths)			Articles 3 & 19 – Best interests and protection: Identify adults who help children to feel safe and cared for.

Theme 2: Created to Love Others (EYFS)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD resources	Links to Global Calendar	Rights Respecting
When people are being unkind to me or others and how to respond	Desert to Garden	EYFS, Module 1, Unit 3	5. I know what to do if I see anyone being hurt	Making Relationships (30 – 50mths)			Articles 19 & 12 – Protection and voice: Children have the right to be protected from harm and to speak out.

Theme 3: Created to Live in Community - Local, Global & National (EYFS)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD resources	Links to Global Calendar	Rights Respecting
To explore who my neighbour is – locally / globally	Creation & Covenant	EYFS, Module 3, Unit 2			Picture my World resource		Articles 2 & 29 – Respect for diversity: Everyone has the same rights and belongs to a wider community.
Show care for others	Creation & Covenant Desert to Garden	EYFS, Module 1, Unit 1	27. I know how to help others when they are in trouble	Making Relationships (22 – 36mths)		Fair Trade Fortnight February Refugee Week June	Articles 2, 3 & 29 – Respect and care: Consider how our actions can help others.
Right and wrong actions		EYFS, Module 2, Unit 2		Managing feelings and behaviour (40 – 60+mths)			Articles 3 & 12 – Best interests and voice: Think about choices that help keep ourselves and others safe.
To make the Sign of the Cross	All Branches	EYFS, Module 3, Unit 1					
That Jesus tells us to love one another	Prophecy & Promise	EYFS, Module 3, Unit 1	19. I try to use words that make the world a better place				Article 2 – Non-discrimination: Treat everyone fairly and with respect.
Show friendly behaviour towards others	Galilee to Jerusalem To the ends of the Earth	EYFS, Module 2, Unit 2		Making Relationships (30 – 50mths)		Fair Trade Fortnight February	Articles 2 & 29 – Respect: Everyone deserves kindness, friendship and respect.

Theme 3: Created to Live in Community - Local, Global & National (EYFS)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD resources	Links to Global Calendar	Rights Respecting
Ask questions about the wider world	Creation & Covenant	EYFS, Module 3, Unit 2		Understanding the world –the world (40 – 60+mths)	God's Wonderful World linked to (<i>Come and See</i> Universal Church)	World Environment Day 5 June	Articles 12 & 13 – Voice and expression: Children have the right to express their views and ask questions.

Theme 1: Created and Loved by God (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
That I have individual gifts, talents and abilities, given by God	Creation & Covenant	KS1, Module 1 Unit 2 <i>Session 1</i> <i>I am Unique</i>	2. I can say one good thing about myself				Articles 2 & 29 – Equality and development: Everyone has equal rights and should be supported to develop their abilities.
Give thanks for the good things in my life	Creation & Covenant To the ends of the Earth	KS1, Module 2 Unit 2 <i>Session 1</i> <i>Special People</i>	20. I try to appreciate the beauty and the wonder in the world around me		Picture My World resource A Day with Musa resource	World Environment Day 5 June	Article 12 – Children's views: Encourage children to express what matters to them.
That babies change and grow and that there are life stages from conception to death		KS1 Module 1 Unit 4 <i>Session 1</i> <i>The Cycle of Life</i>		Living things and their habitats Y2 Sc2/2.1b Animals including humans Y2 Sc2/2.3b			Article 6 – Life and development: Every child has the right to grow and develop.
That a baby moves as it grows in its mother's womb		KS1, Module 1, Unit 4		Animals, including humans – Y2: human growth and development.		International Women's Day 8 March	Article 6 – Life and development: Explore the stages of human development.
Accept that I do not always get what I want	Galilee to Jerusalem	KS1, Module 2, Unit 2	23. I try to keep going when things get difficult and not give up hope				Articles 12 & 29 – Respect and responsibility: Understand that other people's views and needs matter too.

Theme 1: Created and Loved by God (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
Identify the needs of people and other living things	Creation & Covenant	KS1, Module 3, Unit 2		Animals including humans Y2 Sc2/2.3c		Human Rights Day 10 December	Articles 3 & 29 – Best interests and respect for the world: Consider what people and living things need to flourish.
Describe the similarities and differences between people (general)		KS1, Module 1, Unit 2 <i>Session 2 Girls and Boys</i>	35. I notice that we are the same and we are different	Animals, including humans – Y2: similarities and differences between humans.	A Day with Musa resource	World Day for Cultural Diversity 21 June	Article 2 – Non-discrimination: Everyone has the same rights, whatever their differences.
Say what I should do to keep my body healthy (exercise, food, teeth, sleep, keeping clean)		KS1, Module 1, Unit 2 <i>Session 3 Clean and healthy</i>	9. I can tell you how I look after myself 10. I think before I make choices that affect my health (circle time)	Animals including humans Y2 Sc2/2.3c	Health resource Water resource	World Health Day 7 April World Water Day 22 March	Article 24 – Health: Every child has the right to good health and health education.
That we all have different likes and dislikes		KS1, Module 1, Unit 3 <i>Session 1 Feelings, Likes and Dislikes</i>			A Day with Musa resource One Day One World resource		Article 12 – Voice: Children have the right to express their opinions.
Name happy and sad times in my life	Prophecy & Promise	KS1 Module 1, Unit 3 <i>Session 2 Feeling Inside Out</i>	3. I can say how I feel (circle time)			International Day of Families 15 May	Articles 12 & 24 – Voice and wellbeing: Children can express their feelings and seek support.

Theme 1: Created and Loved by God (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
That I am special because I am made and loved by God	Creation & Covenant	KS1 Module 1, Unit 1 <i>Story Sessions Handmade with Love</i> KS1 Module 2, Unit 1 <i>Session 1 God Loves You</i>	1. We are all special			Universal Children's Day 20 November	
Talk about my mood and know that how I am feeling is a normal part of daily life	Galilee to Jerusalem	KS1 Module 1, Unit 3 <i>Session 2 Feeling Inside Out</i>	3. I can say how I feel (circle time)				

Theme 2: Created to Love Others (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting		KS1 Module 2, Unit 2 <i>Session 2</i> <i>Treat Others Well</i>	19. I try to use words that make the world a better place				Article 29 – Respect for others: Develop respect, kindness and understanding.
That prayer is listening to God as well as talking to him	All Branches	<i>All Units from 'Life to the Full' introduce children to a variety of ways to pray</i>					Articles 12 & 14 – Voice and freedom of thought: Children can express their thoughts, feelings and beliefs.
That Catholics belong to the Church family and that Jesus cares for all	Prophecy & Promise Desert to Garden Dialogue & Encounter	KS1, Module 1, Unit 1	15. I know I belong to a community that includes my school		Refugees resource Universal Church topics	World Refugee Day 20 June	Articles 15 & 29 – Community and participation: Children have the right to belong and participate in communities.
That Jesus tells us to forgive one another	Prophecy & Promise Desert to Garden	KS1, Module 2, Unit 2 <i>Session 3</i> <i>... And Say Sorry</i>	31. I know how to show I am sorry			International Day of Peace 21 September	Articles 3 & 29 – Respectful relationships: Consider how we repair relationships and act in others' best interests.

Theme 2: Created to Love Others (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
Be forgiving, able to say sorry to mend relationships	Prophecy & Promise Galilee to Jerusalem Desert to Garden	KS1, Module 2, Unit 2 <i>Session 3</i> ... <i>And Say Sorry</i>	29. I try to forgive people when they hurt me 31. I know how to show I am sorry			International Day of Peace 21 September	
Be caring, aware of the needs of others	Galilee to Jerusalem Desert to Garden	KS1, Module 2, Unit 2 <i>Session 2</i> <i>Treat Others Well</i>	13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	Refugee Week June International Day of Families 15 May	Articles 2, 3 & 29 – Equality, care and respect: Recognise the rights and needs of others.
Be forgiving, able to say sorry to mend relationships	Prophecy & Promise Galilee to Jerusalem Desert to Garden	KS1, Module 2, Unit 2 <i>Session 3</i> ... <i>And Say Sorry</i>	29. I try to forgive people when they hurt me 31. I know how to show I am sorry			International Day of Peace 21 September	
Be caring, aware of the needs of others	Galilee to Jerusalem Desert to Garden	KS1, Module 2, Unit 2 <i>Session 2</i> <i>Treat Others Well</i>	13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	Refugee Week June International Day of Families 15 May	

Theme 2: Created to Love Others (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
Look after myself and show respect to others	Galilee to Jerusalem Dialogue & Encounter	KS1, Module 2, Unit 2 <i>Session 2 Treat Others Well</i>	13. I try to love others as I love myself		Picture My World resource A Day with Musa resource		Articles 3, 12 & 24 – Wellbeing: Consider what helps everyone to be safe and healthy.
Be honest, able to tell the truth about my actions		KS1, Module 2, Unit 2 <i>Session 3 ... And Say Sorry</i>	31. I know how to show I am sorry				Article 29 – Respect and responsible citizenship: Develop honesty, integrity and respect for others.
That how I act can have consequences	Prophecy & Promise	KS1, Module 1, Unit 3 <i>Session 3 Super Susie Gets Angry</i>					Articles 12 & 29 – Responsibility: Recognise that our choices affect other people's rights.
Manage my feelings and behaviour	Galilee to Jerusalem	KS1, Module 1, Unit 3 <i>Session 2 Feelings Inside and Out</i> KS1, Module 1, Unit 3 <i>Session 3 Super Susie Gets Angry</i>	3. I can say how I feel (circle time)				Articles 12 & 24 – Voice and wellbeing: Express feelings and seek support when needed.

Theme 2: Created to Love Others (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
Describe how to keep safe in the sun		KS1, Module 2, Unit 3 <i>Session 1 Being Safe</i>	9. I can tell you how I look after myself 10. I think before I make choices that affect my health (circle time)		Health resource	World Health Day 7 April	
Who to go to if I am worried or need help		KS1, Module 2, Unit 3 <i>Session 1 Being Safe</i>	25. I know when to ask for help and who to ask for help from				
That healthy families love, care and protect one another and that there are different family structures and these should be respected		KS1, Module 2, Unit 2 <i>Session 1 Special People</i>				Refugee Week June International Day of Families 15 May	Articles 2, 7 & 8 – Equality, identity and family: Respect different families and identities.
Recognise what makes people special	Creation & Covenant To the ends of the Earth Dialogue & Encounter	KS1, Module 2, Unit 2 <i>Session 1 Special People</i>	1. We are all special		KS1 Bangladesh resource	International Day for Children 12 April	

Theme 2: Created to Love Others (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
That there are different types of teasing and bullying which are wrong and unacceptable and how to respond		KS1, Module 1, Unit 3 <i>Session 2 Feelings Inside and Out</i> KS1, Module 2, Unit 2 <i>Session 2 Treat Others Well</i>	5. I know what to do if I see anyone being hurt 7. I try to stand up for myself and others			Anti-Bullying Week November Internet Safety Week February	Articles 2 & 19 – Non-discrimination and protection: Everyone has the right to be protected from violence, bullying and harm.
How my behaviour affects other people and that there are appropriate and inappropriate behaviours	Galilee to Jerusalem	KS1, Module 2, Unit 2 <i>Session 2 Treat Others Well</i>				Anti-Bullying Week November Internet Safety Week February	
Recognise the characteristics of positive and negative relationships		KS1, Module 2, Unit 3 <i>Session 2 Good and Bad Secrets</i>	26. I can recognise comfortable and uncomfortable feelings (circle time)				Articles 3, 12 & 19 – Best interests, voice and protection: Recognise relationships that help or harm children's wellbeing.

Theme 2: Created to Love Others (KEY STAGE 1)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
How to use simple rules for resisting pressure when I feel unsafe or uncomfortable		KS1, Module 2, Unit 3 <i>Session 2</i> <i>Good and Bad Secrets</i>	26. I can recognise comfortable and uncomfortable feelings (circle time)			Anti-Bullying Week November Internet Safety Week February	Articles 12 & 19 – Voice and protection: Children can say no, seek help and be protected from harm.
Get adult help if someone is hurt						Emergency Services Day	

Theme 3: Created to Live in Community – Local, Global & National (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
Recognise that I can belong to a variety of communities locally, nationally and globally	Creation & Covenant Desert to Garden Dialogue & Encounter	KS1, Module 3, Unit 1 <i>Session 2</i> <i>Who is my Neighbour?</i> KS1, Module 3, Unit 2 <i>Session 1</i> <i>The Communities We Live In</i>	15. I know I belong to a community that includes my school		KS1 Bangladesh resource Laudato Si Care for our Common Home	Fair Trade Fortnight February	Articles 2 & 15 – Equality and participation: Everyone has rights and can participate in their communities.
Show awareness of differences between my life and others in the wider world	To the ends of the Earth Dialogue & Encounter	KS1, Module 3, Unit 1 <i>Session 1</i> <i>Trinity House</i> KS1, Module 3, Unit 1 <i>Session 2</i> <i>Who is my Neighbour?</i>			Fair Trade resource Laudato Si Care for our Common Home	Fair Trade Fortnight February	Articles 2 & 29 – Equality and respect for diversity: Explore and celebrate diversity.
To make, and understand the Sign of the Cross	All Branches						Article 14 – Freedom of thought, conscience and religion: Respect people's beliefs and traditions.
Be friendly and can make friends	Desert to Garden	KS1, Module 2, Unit 2 <i>Session 2</i> <i>Treat Others Well</i>	18. I cooperate with others in work and play (circle time)				Articles 2 & 29 – Respect: Everyone has the right to be treated fairly and with dignity.

Theme 3: Created to Live in Community – Local, Global & National (KEY STAGE 1)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar	Rights Respecting
That how I act can have consequences	Prophecy & Promise	KS1, Module 1, Unit 3 <i>Session 3</i> <i>Super Susie Gets Angry</i>					Articles 3 & 29 – Best interests and responsibility: Consider how choices affect others.
That Jesus tells us to forgive one another	Prophecy & Promise Galilee to Jerusalem Desert to Garden	KS1, Module 2, Unit 2 <i>Session 3</i> <i>... And Say Sorry</i>	31. I know how to show I am sorry			International Day of Peace 21 September	Article 29 – Respectful relationships: Develop peaceful and respectful relationships.
Be caring, aware of the needs of others	Prophecy & Promise Desert to Garden Dialogue & Encounter	KS1, Module 2, Unit 2 <i>Session 2</i> <i>Treat Others Well</i>	13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	Refugee Week June International Day of Families 15 May	Articles 2, 3 & 29 – Equality, care and respect: Recognise and respond to others' needs.

Theme 1: Created and Loved by God (LOWER KEY STAGE 2)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That life is precious and given by God	Creation & Covenant To the ends of the Earth	LKS2, Module 1, Unit 1 <i>Story Sessions Designed for a Purpose</i> LKS2 Module 1, Unit 2 <i>Session 1 We don't have to be the same</i>	35. I notice that we are the same and we are different 36. I try to be accepting of others	Living things and their habitats – Y3/4: characteristics and needs of living things.	One Day, One World resource	Universal Children's Day 20 November International Day for Tolerance 16 November	Article 6 – Life, survival and development: Every child has the right to life and development. Article 2 – Non-discrimination: Everyone has equal rights regardless of differences.
That God wants me to use my individual gifts, talents and abilities	Galilee to Jerusalem To the ends of the Earth	LKS2, Module 1, Unit 2 <i>Session 1 We don't have to be the same</i>	2. I can say one good thing about myself				Article 29 – Aims of education: Education should help children develop their abilities and talents.
Be forgiving, able to say sorry and not hold grudges against those who have hurt me	Galilee to Jerusalem	LKS2, Module 2, Unit 2 <i>Session 1 Family, Friends and Others</i>	33. I try to accept forgiveness from others		Peace and Conflict resource	International Day of Peace 21 September	Articles 3 & 29 – Respectful relationships: Consider the impact of our actions on others.
Be grateful to others for the good things in my life	Creation & Covenant Desert to Garden	LKS2, Module 2, Unit 2 <i>Session 1 Family, Friends and Others</i>	20. I try to appreciate the beauty and the wonder in the world around me		One Day, One World resource	World Environment Day 5 June	Article 29 – Respect for others and the world: Recognise the contribution of others.

Theme 1: Created and Loved by God (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That my body is changing as I grow and some of the changes that occur throughout life		LKS2, Module 1, Unit 2 <i>Session 3 What is Puberty?</i> (optional – can be left to Upper KS2) LKS2, Module 1, Unit 2 <i>Session 4 Changing Bodies</i> (optional – can be left to Upper KS2)		Animals, including humans – Y3/4: human growth and development.		Universal Children's Day 20 November International Day for Older Persons 1 October	Articles 6 & 24 – Development and health: Children have the right to develop and receive appropriate health information.
How a baby grows and develops in its mother's womb		LKS2, Module 1 Unit 4 <i>Session 1 Life Cycles</i> (optional – can be left to Upper KS2)		Animals, including humans – Y3/4: human growth and development.		International Women's Day 8 March	Article 6 – Life and development: Explore human development.
Accept that I do not always get what I want and show an awareness of why this is	Desert to Garden		10. I think before I make choices that affect my health				

Theme 1: Created and Loved by God (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Describe the needs of people and other living things, including the need to reproduce		LKS2, Module 1, Unit 1 <i>Story Sessions Designed for a purpose</i>		Living things and their habitats – Y3/4: needs of living things and reproduction; Plants – Y3/4: plant life processes.			Article 24 – Health: Children have the right to good health and health education.
Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions		LKS2, Module 1, Unit 2 <i>Session 4 Changing Bodies</i>	35. I notice that we are the same and we are different	Animals, including humans – Y3/4: human body and life processes.	One Day, One World resource	Universal Children's Day 20 November	Article 2 – Non-discrimination: Challenge unfair treatment based on difference.
Describe a healthy lifestyle, including physical activity, dental health, healthy eating, sleep and hygiene		LKS2, Module 1, Unit 2 <i>Session 2 Respecting our Bodies</i>	9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Animals including humans Y3 Sc3/2.2		World Health Day 7 April World Toilet Day 19 November	

Theme 2: Created to Love Others (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Confidently say what I like and dislike			2. I can say one good thing about myself		One Day, One World resource		Article 12 – Respect for children's views: Children have the right to express their views.
I can: Describe the wider range of my feelings		LKS2, Module 1, Unit 3 <i>Session 1</i> <i>What am I Feeling?</i>					Articles 12 & 24 – Voice and wellbeing: Recognise feelings and seek appropriate support.
Describe changes that happen in life e.g. loss, separation, divorce and bereavement	Desert to Garden	LKS2, Module 2, Unit 2 <i>Session 3</i> <i>When Things Change</i> LKS2, Module 1, Unit 3 <i>Session 3</i> <i>I am Thankful</i>	3. I can say how I feel (circle time)				Articles 3 & 12 – Best interests and voice: Recognise children's individual emotional needs and provide opportunities to express feelings.
Describe some ways to maintain good mental health, (exercise, diet sleep, company)			3. I can say how I feel (circle time)			Mental Health Awareness Day/Week	Article 24 – Health: Mental health is part of every child's right to health and wellbeing.
Be courteous, showing good manners at home and in school		LKS2, Module 2, Unit 2 <i>Session 1</i> <i>Family, Friends and Others</i>	19. I try to use words that make the world a better place				Article 29 – Respect for others: Develop respectful relationships.

Theme 2: Created to Love Others (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That I can spend time with God in prayer by myself and with others which helps me in life	All Branches	<i>All Units from 'Life to the Full' introduce children to a variety of ways to pray</i>					
That belonging to the Church family means that I should love other people in the same way as Jesus does	Galilee to Jerusalem To the ends of the Earth	LKS2, Module 3, Unit 1 <i>Session 2</i> <i>Where is Church?</i>	15. I know I belong to a community that includes my school		Refugees resource Universal Church topics	Refugee Week June International Day of Families 15 May	Articles 2 & 29 – Equality and respect: Everyone has equal rights and dignity.
That following Jesus' teaching on forgiveness can help me in my relationships with my friends	Galilee to Jerusalem To the ends of the Earth	LKS2, Module 2, Unit 1 <i>Story Sessions</i> <i>Jesus My Friend</i>	33. I try to accept forgiveness from others				
Describe how and why to keep safe in the sun		LKS2, Module 1, Unit 2 <i>Session 2</i> <i>Respecting Our Bodies</i>	9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Animals, including humans – Y3/4: links between healthy living and care of the body.		World Health Day 7 April	

Theme 2: Created to Love Others (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Be respectful of myself and others, recognising differences	Dialogue & Encounter	LKS2, Module 1, Unit 2 <i>Session 1</i> <i>We Don't Have to be the Same</i>	33. I know what human dignity means and I show that I respect others		One Day, One World resource		Articles 2, 3 & 29 – Equality, care and responsibility: Recognise and respond to others' needs.
Be honest, able to be truthful in my Relationships with others	Desert to Garden	LKS2, Module 2, Unit 2 <i>Session 1</i> <i>Family, Friends and Others</i>	31. I know how to show I am sorry				
Be caring, aware of the needs of others and responding to those needs	Prophecy & Promise	LKS2, Module 2, Unit 2 <i>Session 1</i> <i>Family, Friends and Others</i>	27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee Week June Fair Trade Fortnight 26 February	Articles 2 & 12 – Non-discrimination and voice: Challenge discrimination and speak up when rights are not respected.
Cope with natural negative emotions and show resilience following setbacks		LKS2, Module 2, Unit 2 <i>Session 3</i> <i>When Things Change</i> KS2, Module 1, Unit 3 <i>Session 3</i> <i>I am Thankful</i>	23. I try to keep going when things get difficult and not give up hope				Articles 12 & 19 – Voice and protection: Children have the right to speak out and receive protection from harm.

Theme 2: Created to Love Others (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That I can go to a number of different people for help in different situations.		LKS2, Module 2, Unit 2 <i>Session 2</i> <i>When Things Feel Bad</i>	25. I know when to ask for help and who to ask for help from				
That there are different types of Relationships including those between acquaintances, friends, relatives and family	Galilee to Jerusalem	LKS2, Module 2, Unit 2 <i>Session 1</i> <i>Family, Friends and Others</i>	35. I notice that we are the same and we are different				
What bullying is (including cyberbullying) and how to respond		LKS2, Module 2, Unit 2 <i>Session 2</i> <i>When Things Feel Bad</i>				Anti-Bullying Week November	Articles 2, 19 & 16 – Equality, protection and privacy: Challenge bullying and respect privacy.

Theme 2: Created to Love Others (LOWER KEY STAGE 2)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Show care and concern for the special people in my life	Galilee to Jerusalem		18. I cooperate with others in work and play (circle time)				
How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online							Article 19 – Protection from harm: Children have the right to be protected from violence and abuse.
Make a clear and efficient call to emergency services if necessary			27. I know how to help others when they are in trouble				
That not all images, language and behaviour are appropriate	Dialogue & Encounter	LKS2, Module 2, Unit 2 <i>Session 2</i> <i>When Things Feel Bad</i> LKS2, Module 2, Unit 3 <i>Session 2</i> <i>Chatting Online</i>	26. I can recognise comfortable and uncomfortable feelings (circle time)			Internet Safety Week February	Articles 16 & 19 – Privacy and protection: Respect privacy and stay safe online.

Theme 2: Created to Love Others (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
The difference between good and bad secrets		LKS2, Module 2, Unit 2 <i>Session 2 When Things Feel Bad</i> LKS2, Module 2, Unit 3 <i>Session 3 Physical Contact</i>	15. I know I belong to a community that includes my school				
Why social media, some computer games and online gambling, for example, are age restricted		LKS2, Module 2, Unit 3 <i>Session 2 Chatting Online</i>					
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		LKS2, Module 2, Unit 3 <i>Session 2 Chatting Online</i>					

Theme 2: Created to Love Others (LOWER KEY STAGE 2)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted		LKS2, Module 2, Unit 3 <i>Session 2</i> <i>Chatting Online</i>					

Theme 3: Created to live in community – local, global & national (LOWER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Be friendly, able to make and keep friends	Galilee to Jerusalem To the ends of the Earth	LKS2, Module 2, Unit 2 <i>Session 1</i> <i>Family, Friends and Others</i>	18. I cooperate with others in work and play (circle time)				Articles 2 & 29 – Respect and inclusion: Build friendships based on equality, kindness and respect.
Show concern for the communities to which I belong, aware that my behaviour has an impact upon them	Creation & Covenant Galilee to Jerusalem Dialogue & Encounter	LKS2, Module 3, Unit 1 <i>Session 1</i> <i>Trinity House</i> LKS2, Module 3, Unit 1 <i>Session 2</i> <i>Where is Church?</i>	18. I cooperate with others in work and play (circle time)		Climate and Environment Resource Fair Trade Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June	Articles 12 & 15 – Participation: Children have the right to express their views and participate in communities. Articles 3 & 29 – Responsibility: Consider how our choices affect the rights of others.
Identify injustices in the wider world	Galilee to Jerusalem	LKS2, Module 3, Unit 1 <i>Session 1</i> <i>Trinity House</i> LKS2, Module 3, Unit 1 <i>Session 2</i> <i>Where is Church?</i>			Climate and Environment Resource Fair Trade Resource Laudato Si	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June	Articles 2 & 12 – Non-discrimination and voice: Identify discrimination and develop confidence to speak out.

Theme 3: Created to live in community – local, global & national (LOWER KEY STAGE 2)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That God is Trinity	Galilee to Jerusalem						
That some behaviour is unacceptable			18. I cooperate with others in work and play (circle time)				
That following Jesus' teaching on forgiveness can help me in my Relationships with my friends	Prophecy & Promise						
Be caring, aware of the needs of others and responding to those needs	Creation & Covenant To the ends of the Earth Dialogue & Encounter	LKS2, Module 2, Unit 2 <i>Session 1</i> <i>Family, Friends and Others</i>	27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee Week June Fair Trade Fortnight 26 February	Articles 2, 3 & 29 – Equality and responsibility: Recognise and respond to injustice and need. Articles 2 & 12 – Non-discrimination and voice: Use our voice to challenge unfairness.

Theme 1: Created and Loved by God (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That we are all children of God and made in God's image and likeness	Prophecy & Promise Dialogue & Encounter	UKS2, Module 1, Unit 1 <i>Story sessions</i> <i>Kester's Adventures</i> UKS2, Module 1, Unit 2 <i>Session 1</i> <i>Gifts and Talents</i>	1. We are all special		One Day, One World resource	World Day for Cultural Diversity 21 June International Day for Tolerance 16 November	Articles 2 & 29 – Equality and human dignity: Everyone has equal rights and should be treated with dignity.
That each person has a purpose in the world and that God has created me for a particular purpose (vocation)	Galilee to Jerusalem To the ends of the Earth	UKS2, Module 2, Unit 1 <i>Session 1</i> <i>Is God Calling You?</i>			Oscar Romero resource		Article 29 – Aims of education: Develop talents, abilities and a sense of responsibility towards others.
I know: The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty		UKS2, Module 1, Unit 2 <i>Session 1</i> <i>Girls' Bodies</i> UKS2, Module 1, Unit 2 <i>Session 2</i> <i>Boys' Bodies</i>		Animals including humans Sc5/2.2a		International Youth Day 12 August International Day for Older Persons 1 October	Articles 6 & 24 – Development and health: Children have the right to develop and receive appropriate health education.

Theme 1: Created and Loved by God (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
About the week by week development of the baby in its mother's womb		<i>Lower KS2</i> <i>Life Cycles</i> could be used here UKS2, Module 1, Unit 4 <i>Session 1</i>		Animals, including humans – Y5/6: human timeline and development.		International Women's Day 8 March	
How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle		UKS2, Module 1, Unit 3 <i>Sessions 1-3</i> <i>Making Babies (Part 1 and 2)</i> (parents may withdraw) <i>Session 3</i> <i>Menstruation</i>		Animals, including humans – Y5/6: human development; human timeline and changes into adulthood.			Articles 6 & 24 – Life, development and health: Develop accurate understanding of human development and health.
About the differences between boys and girls with regard to puberty and reproduction		UKS2, Module 1, Unit 2 <i>Session 1</i> <i>Girls' Bodies</i> UKS2, Module 1, Unit 2 <i>Session 2</i> <i>Boys' Bodies</i>		Animals, including humans – Y5/6: human timeline and development into adulthood.			

Theme 1: Created and Loved by God (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
About the impact that poor lifestyle choices can have on my health including lack of physical activity, poor dental health, sleep, hygiene, drugs and alcohol. The facts and science relating to immunisation and vaccination		UKS2, Module 1, Unit 2 <i>Session 4 Spots and Sleep</i>	9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Animals including humans SC6/2.2b		World Health Day 7 April World Toilet Day 19 November	Article 24 – Health: Children have the right to the best possible health and health education.
Be confident in my relationships with my peers in various situations, including online		UKS2, Module 2, Unit 3 <i>Session 1 Sharing Online</i> UKS2, Module 2, Unit 3 <i>Session 2 Chatting Online</i>				Internet Safety Week February	Articles 12, 16 & 19 – Voice, privacy and protection: Express boundaries, respect privacy and recognise unsafe relationships.
Describe how my emotions may change and intensify as I grow and move through puberty.		UKS2, Module 1, Unit 3 <i>Session 3 Emotional Changes</i>	3. I can say how I feel	Animals, including humans – Y5/6: human development and changes into adulthood.			Articles 12 & 24 – Voice and wellbeing: Children can express feelings and access support.

Theme 1: Created and Loved by God (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
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		UKS2, Module 1, Unit 3 <i>Session 3 Emotional Changes</i>					Article 24 – Health: Mental wellbeing is part of children's right to health.
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body		UKS2, Module 1, Unit 2 <i>Session 1 Girls' Bodies</i> KS2, Module 1, Unit 2 <i>Session 2 Boys' Bodies</i>		Animals, including humans – Y5/6: keeping healthy and recognising changes affecting health.			Articles 6 & 24 – Development and health: Children have the right to develop and receive appropriate health education.
Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement	Desert to Garden To the ends of the Earth	UKS2, Module 1, Unit 3 <i>Session 3 Emotional Changes</i>		Animals, including humans – Y5/6: human development and changes across the life cycle.			

Theme 1: Created and Loved by God (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Describe the impact that poor lifestyle choices can have on mental health and the need for exercise, fresh air, company, good diet and sufficient good quality sleep to support mental well- being		UKS2, Module 1, Unit 2 <i>Session 4 Spots and Sleep</i>	9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Animals, including humans – Y5/6: keeping healthy; circulation, nutrients and healthy lifestyle choices.		Mental Health Awareness day/week	Article 24 – Health: Children have the right to the best possible health and health education.

Theme 2: Created to Love Others (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Be courteous in my dealings with friends and strangers	Desert to Garden	UKS2, Module 1, Unit 1 <i>Story sessions</i> <i>Kester's Adventures</i>	19. I try to use words that make the world a better place				Article 29 – Respect for others: Develop respectful and responsible relationships.
That some behaviour is unacceptable, unhealthy or risky		UKS2, Module 1, Unit 3 <i>Session 2</i> <i>Peculiar Feelings</i>	6. I understand that rights match responsibility			Internet Safety Week February	
About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage			9. I can tell you how I look after myself 10. I think before I make choices that affect my health			World Health Day 7 April	
Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics)	Galilee to Jerusalem		36. I try to be accepting of others		One Day, One World resource	One World Week October	

Theme 2: Created to Love Others (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
The importance of forgiveness and reconciliation in Relationships and the challenges involved in following Jesus' teaching on forgiveness	Galilee to Jerusalem To the ends of the Earth		29. I try to forgive people when they hurt me 33. I try to accept forgiveness from others		Advent and Lent resources	International Day of Peace 21 September	Articles 3 & 29 – Peaceful relationships: Consider how reconciliation can restore respectful relationships.
Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges			9. I can tell you how I look after myself			Internet Safety Week February	Articles 12 & 19 – Voice and protection: Assert boundaries, resist pressure and seek help.
That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching)	Prophecy & Promise Galilee to Jerusalem Dialogue & Encounter		15. I know I belong to a community that includes my school		Universal Church Topic Year 6	Fair Trade Fortnight February Refugee Week June	Articles 2, 3, 12 & 29 – Equality, participation and responsibility: Explore how rights principles call us to act for the common good.

Theme 2: Created to Love Others (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Be honest, striving to live truthfully and with integrity, using good judgement	To the ends of the Earth	UKS2, Module 1, Unit 1 <i>Story sessions</i> <i>Kester's Adventures</i>	8. I try to be just and fair				Articles 12 & 29 – Voice and responsible citizenship: Develop integrity and responsible decision-making.
Be compassionate, able to empathise with the suffering of others and displaying the generosity to help	Prophecy & Promise		27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee Week June Fair Trade Fortnight February	Articles 2 & 3 – Equality and best interests: Recognise the rights and needs of others.
How to use technology safely		UKS2, Module 2, Unit 3 <i>Session 1</i> <i>Sharing Online</i> UKS2, Module 2, Unit 3 <i>Session 2</i> <i>Chatting Online</i>				Internet Safety Week February	Articles 16 & 19 – Privacy and protection: Respect privacy and protect ourselves and others online.

Theme 2: Created to Love Others (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That there are a number of different people and organisations I can go to for help in different situations and how to contact them			25. I know when to ask for help and who to ask for help from				
About some basic first aid, dealing with common injuries			27. I know how to help others when they are in trouble			Emergency Services Day	
How to make informed choices in relationships	Prophecy & Promise Galilee to Jerusalem	UKS2, Module 2, Unit 3 <i>Session 1</i> <i>Sharing Online</i> UKS2, Module 2, Unit 3 <i>Session 2</i> <i>Chatting Online</i> UKS2, Module 2, Unit 3 <i>Session 3</i> <i>Physical Contact</i>					Articles 12, 16 & 19 – Voice, privacy and protection: Respect others online and challenge harmful behaviour.

Theme 2: Created to Love Others (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That my increasing independence brings increased responsibility to keep myself and others safe		UKS2, Module 2, Unit 3 <i>Session 1 Sharing Online</i> UKS2, Module 2, Unit 3 <i>Session 2 Chatting Online</i>	6. I understand that rights match responsibility			Internet Safety Week February	Articles 12 & 19 – Voice and protection: Children have the right to be heard and protected from harm.
That prayer and worship nourish my relationship with God and support my relationships with others	All Branches	<i>All Units from 'Life to the Full' introduce children to a variety of ways to pray</i>			CAFOD Assembly resources		Articles 3, 12 & 19 – Best interests, voice and protection: Recognise healthy, respectful and safe relationships.
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		UKS2, Module 2, Unit 3 <i>Session 2 Chatting Online</i>	27. I know how to help others when they are in trouble				Articles 16 & 17 – Privacy and access to information: Consider privacy, reliable information and harmful content.

Theme 2: Created to Love Others (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Why social media, some computer games and online gambling, for example, are age restricted		UKS2, Module 2, Unit 3 <i>Session 2</i> <i>Chatting Online</i>					
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		UKS2, Module 2, Unit 3 <i>Session 2</i> <i>Chatting Online</i>	27. I know how to help others when they are in trouble				Articles 16 & 17 – Privacy and access to information: Consider privacy, reliable information and harmful content.
How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted		UKS2, Module 2, Unit 3 <i>Session 2</i> <i>Chatting Online</i>					

Theme 2: Created to Love Others (UPPER KEY STAGE 2)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
How to report and get help if I encounter inappropriate materials or messages		UKS2, Module 1, Unit 3 <i>Session 4</i> <i>Seeing Stuff Online</i>	25. I know when to ask for help and who to ask for help from			Internet Safety Week February	

Theme 3: Created to live in community – local, global & national (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)		UKS2, Module 3, Unit 2 Session 1 <i>Reaching Out</i>					Articles 2 & 19 – Non-discrimination and protection: Recognise practices that breach children's rights and protection from harm.
About the importance of living in right relationship with the range of national, regional, Religious and ethnic identities in the United Kingdom and beyond, respecting difference	Creation & Covenant Galilee to Jerusalem	UKS2, Module 3, Unit 1 Session 1 <i>Trinity House</i> UKS2, Module 3, Unit 1 Session 2 <i>Catholic Social Teaching</i>	36. I try to be accepting of others		Global Neighbours resource	World Day for Cultural Diversity 21 May	Article 2 – Non-discrimination: Challenge prejudice and discrimination.

Theme 3: Created to live in community – local, global & national (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers							Article 19 – Protection from harm: Children have the right to protection from violence, abuse and exploitation.
That God is Trinity, a communion of persons	Galilee to Jerusalem						
Demonstrate my gratitude to others for the good things in my life through words and actions	Creation & Covenant	UKS2, Module 1, Unit 1 <i>Story sessions</i> <i>Kester's Adventures</i>	20. I try to appreciate the beauty and the wonder in the world around me		One Day, One World resource	World Environment Day 5 June	Article 29 – Respect for others: Recognise the contribution and dignity of others.
Be self-disciplined and able to delay or even deny myself	Prophecy & Promise Galilee to Jerusalem				Advent and Lent Resources		Articles 3 & 29 – Responsibility: Consider how personal choices affect ourselves and others.

Theme 3: Created to live in community – local, global & national (UPPER KEY STAGE 2)

CES RSE Expectations	Religious Education Directory	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
I can: Show care and concern for the special people in my life and put their needs before my own	Desert to Garden	UKS2, Module 3, Unit 1 <i>Session 1</i> <i>Trinity House</i>					Articles 2 & 3 – Equality and best interests: Recognise and respond to others' needs.
Be loyal, able to develop and sustain friendships	To the ends of the Earth						Articles 2 & 29 – Respectful relationships: Build inclusive friendships based on equality and respect.
Be just and fair, acting with integrity, understanding the impact of my actions locally, nationally and globally	Desert to Garden Dialogue & Encounter	UKS2, Module 3, Unit 1 <i>Session 2</i> <i>Catholic Social Teaching</i>			Climate and Environment Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June	Articles 2, 3 & 12 – Equality, best interests and voice: Identify injustice and consider whose voices need to be heard. Articles 29 & 31 – Responsible participation: Consider how our actions affect communities and the world around us.
Speak out about injustice in the wider world and what I can do to help	Desert to Garden To the ends of the Earth	UKS2, Module 3, Unit 2 <i>Session 1</i> <i>Reaching Out</i>			Fair Trade Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June	Articles 12 & 13 – Voice and expression: Use our voice to express views and advocate for change.

Theme 3: Created to live in community – local, global & national (UPPER KEY STAGE 2)

CES RSE Expectations	<i>Religious Education Directory</i>	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar	Rights Respecting
Be forgiving, developing the skills to allow reconciliation in relationships	Prophecy & Promise Desert to Garden Dialogue & Encounter	UKS2, Module 1, Unit 1 <i>Story sessions</i> <i>Kester's Adventures</i>	29. I try to forgive people when they hurt me			International Day of Peace 21 September	Articles 3 & 29 – Peaceful and respectful relationships: Work towards reconciliation and respect for others.
That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread		UKS2, Module 2, Unit 4, <i>Session 3</i> <i>Making Good Choices</i>		Animals, including humans – Y5/6: keeping healthy and understanding how health can be affected; this provides a science link to the spread and prevention of illness.			

Resources Referenced in this Document:

To know You more clearly – The Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales

<https://www.catholiceducation.org.uk/resources/Religious-education-curriculum-directory>

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

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

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

Life to the Full Ten: Ten Resources (including EYFS resources September 2010) www.tentenresources.co.uk/RElationship-education

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

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

<http://www.anamcara.org.uk/Nurturing%20Human%20Whole.html> Global Calendar <https://globaldimension.org.uk/calendar/>

Suggested Additional Resources

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

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

PSHE guidance from PSHE Association

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