

RELATIONSHIPS AND SEX EDUCATION AUDIT AND PROVISION MAP

St Teresa's Catholic Primary School

Relationships and Sex Education					
KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten- Life to the Full Plus	OTHER
KEY STAGE 1 / EYFS Understanding Self & how to relate to Others	<p>Key Stage 1:</p> <ul style="list-style-type: none"> know that they are made by God and are precious value themselves and others as God's children know God loves each one & God knows each person's name 	Families Y1 Beginnings Y2 Treasures Y2 Families Y1 Beginnings Y2 Myself R	Harvest celebration, Vocations Week visitors Rights Respecting Work	Module One: Created and Loved by God: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Me, My Body, My Health Unit 3: Emotional Well-Being Unit 4: Life Cycles 	Whole school and class assemblies CAFOD
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> identify and value similarities and differences between people <p>PEOPLE & COMMUNITIES - Early Learning Goal:</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	Other Faiths (all) Neighbours Y1	Visits from local police, Rights respecting school award, Fair Trade work, visits from/to people of other faiths, Chinese New Year	Module 2: Created to Love Others: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Personal Relationships Unit 3: Keeping Safe 	Global Awareness work, Cafod work, work on other faiths. CAFOD
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> identify and be able to talk with someone they trust <p>SELF CONFIDENCE & SELF AWARENESS - Early Learning Goal:</p> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	Families Y1	Named person - Mrs Mell, Safe School Ambassadors		Circle Times, child-led liturgies, school performances and assemblies, pupil questionnaires

	<p>Key Stage 1:</p> <ul style="list-style-type: none"> recognise safe and unsafe situations and use simple rules for dealing with strangers and for resisting pressure when they feel unsafe or uncomfortable 		Police , School Nurse, Road safety training, cyber bullying and e-safety, water safety, fire service	Teaching children to 'Say no' with PCSO Darius Cook Local MP NSPCC
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> know the basic rules for keeping themselves healthy <p>HEALTH & SELF CARE - Early Learning Goal:</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 		Healthy eating, safe hand-washing, Evolve, children taught to name the parts of the body, 'good and bad touching' at age appropriate level (NSPCC)	Intra-school competition
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> listen and co-operate with others <p>LISTENING & ATTENTION - Early Learning Goal:</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	Belonging Y1 Change Y1 (LF3)	Activities designed to promote the CRC, School Council	intra-school competitive sport, Circle Times, drama lessons, collaborative D&T (STEM), choral speaking, team performance singing

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten	OTHER
KEY STAGE 1 / EYFS Family, Friendship, Church, Community	Key Stage 1: <ul style="list-style-type: none"> recognise they belong to a family, know that families should be special and understand that family members should care for each other and share 	Families Y1 Meals Y1	Stay and Play, grandparent readers, classroom volunteers, Vocations Week	Module 2: Created to Love Others: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Personal Relationships Unit 3: Keeping Safe Module 3: Created to Live in Community: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Living in the Wider World 	Wants/needs work – Rights Respecting, class collective worship.
	Key Stage 1: <ul style="list-style-type: none"> know about the needs of babies and young people and the importance of positive parenting 		New babies introduced, role-play baptism,		Child-led liturgies focusing on sacrament of baptism
	Key Stage 1: <ul style="list-style-type: none"> recognise the school and parish as a caring community know & understand that we are welcomed into our school & parish family 	Signs & Symbols Y2 Special People Y1 Welcome F2	Rights Respecting, Good Buddies, Buddy Bus Stop		Mission Statement – developed by all stakeholders, shared parish functions, volunteers from the parish working in school
	Key Stage 1: <ul style="list-style-type: none"> recognise that all are part of God's family 	Families Y1			Vocations Week
	Key Stage 1: <ul style="list-style-type: none"> appreciate celebrations marking birthdays and special occasions know & understand what a birthday is for 	Preparing Y2 Opportunities Y2 Birthdays F2	Celebrating anniversaries, May Day, Ash Wednesday, St Norbert's Feast Day, Chinese New Year, Remembrance		Pray and celebrate in assembly, Christmas Performances
	Key Stage 1: <ul style="list-style-type: none"> appreciate relationships – family & friends and how they work together, share, share feelings and talk, play together and pray together Know & understand we can make friends PEOPLE & COMMUNITIES - Early Learning Goal: <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. 	Thanksgiving Y2 Rules Y2 Being Sorry Y2 Families Y1 Friends F2	Stay and Play, Vocations Week		Advent Prayer bags, Lenten preparation bags, homework

	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>			
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> know that saying sorry is important 	<p>Rules Y2 Being Sorry Y1 Change Y1 (LF3)</p>	<p>Restorative Justice cards, Named Person, Safe School Ambassadors, Rights Respecting Charters</p>	<p>Lenten/Advent preparation bags</p>
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> identify and share their feelings with others and develop an ability to deal with their emotions <p><u>MAKING RELATIONSHIPS - Early Learning Goal:</u></p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<p>Being Sorry Y1 (LF6) Friends F2</p>	<p>Social Stories, Art Therapy, Circle Time,</p>	<p>Restorative Justice, Out-of-school Club (Goldstar)</p>
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> recognise that their feelings and actions affect other people <p><u>MANAGING FEELINGS & BEHAVIOUR - Early Learning Goal:</u></p> <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	<p>Belonging Y1 Rules Y2 Being Sorry Y2</p>	<p>Social Stories, Art Therapy, Circle Time,</p>	<p>Restorative Justice, Out-of-school Club (Goldstar)</p>

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten	OTHER
KEY STAGE 1 / EYFS Know about emotional and physical development	Key Stage 1: <ul style="list-style-type: none"> know themselves as male and female UNDERSTANDING THE WORLD - Early Learning Goal: <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. 		Naming body parts	Module One: Created and Loved by God: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Me, My Body, My Health Unit 3: Emotional Well-Being Unit 4: Life Cycles 	Animal babies
	Key Stage 1: <ul style="list-style-type: none"> know and understand the process of growth from young to old and how people's needs change 		Babies brought into school by community members		Visit to farm to see animal babies and matured specimens, life cycles and processes
	Key Stage 1: <ul style="list-style-type: none"> recognise and compare the main external body parts of human bodies (learn the names of the main body parts) 	Yr 1			Science – living things, visits (e.g. Eureka)
	Key Stage 1: <ul style="list-style-type: none"> recognise the similarities and differences between themselves and others and treat others with sensitivity PEOPLES & COMMUNITIES - Early Learning Goal: <ul style="list-style-type: none"> They talk about the features of their own immediate environment and how environments might vary from one another. 	Other Faiths (all)	Rights Respecting, Circle Time, work on Malealea		Geography – looking at weather and climate
	Key Stage 1: <ul style="list-style-type: none"> know and understand that humans and animals can produce offspring and these grow into adults (notice that animals, including humans, have offspring which grow into adults) Know & understand about growth in nature THE WORLD - Early Learning Goal:	Yr 2 Growing F2			Science – living things

	<ul style="list-style-type: none"> They make observations of animals and plants and explain why some things occur, and talk about changes. 				
KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten	OTHER
KEY STAGE 1 / EYFS Celebrating faith in prayer, worship and action	<u>Key Stage 1:</u> <ul style="list-style-type: none"> develop their relationship with God through prayer and acts of worship 	All topics		Module 3: Created to Live in Community: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Living in the Wider World 	School/class assemblies, child-led liturgies, daily prayer, saying grace before lunch
	<u>Key Stage 1:</u> <ul style="list-style-type: none"> engage in actions motivated by the life and teaching of Christ 	All topics			Child-led liturgy, May Procession, Prayer Area, volunteer to help within the classroom (e.g. share a game or play with a friend).

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten	OTHER
KEY STAGE 2 Understanding Self & how to relate to Others	<ul style="list-style-type: none"> value themselves as a child of God, and their body as God's gift to them 	Ourselves Y5	All That I Am – syllabus,	Module One: Created and Loved by God: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Me, My Body, My Health Unit 3: Emotional Well-Being Unit 4: Life Cycles Module 2: Created to Love Others: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Personal Relationships Unit 3: Keeping Safe 	
	<ul style="list-style-type: none"> recognise their own worth and identify positive things about themselves 	Self-Discipline Y4 Ourselves Y5	Circle Time,		Inter and intra-school competition, work with visitors from other schools
	<ul style="list-style-type: none"> appreciate that life is precious & a gift from God 	Neighbours Y1 Treasures Y2	Narconon, PCSO Cook, Crucial Crew, Evolve		
	<ul style="list-style-type: none"> listen to and support others, and respect other people's viewpoints and beliefs 	Other Faiths (all) – including work with St Lawrence Academy Common Good Y6 Freedom & Responsibility Y5	Rights Respecting, Safe School Ambassadors, School Council, Eco Club, Restorative Justice, visits from local MP – Mr Percy		Inter and intra-school competition, work with visitors from other schools Anti-radicalisation-learning how to say no
	<ul style="list-style-type: none"> understand that bullying is wrong, different forms of bullying and the feelings of both victims and bullies 		eSafety, cyber mentoring, Safe School Ambassadors, Safer Internet Day, DB Primary, Anti-Bullying Week		
	<ul style="list-style-type: none"> see things from other people's viewpoints, for example, their parents, carers and teachers form opinions (for example about relationships and bullying) and express them to a variety of people 	Witness Y6 Common Good Y6	eSafety, cyber mentoring, Safe School Ambassadors, Safer Internet Day, DB Primary, Anti-Bullying Week, PCSO Cook		

	<ul style="list-style-type: none"> recognise different risks in different situations and appropriate safe responses 		<p>Crucial Crew, Narconon, Say No assemblies, Fire Safety, Water Safety, Litter Picks, Safe Cycling, Safe Hand Washing, Pedestrian Skills</p>	
	<ul style="list-style-type: none"> identify adults they can trust and ask for help 		<p>PCSO Cook, Chair of Governors, Named Person – Mrs Mell</p>	

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten	OTHER
KEY STAGE 2 Family, Friendship Church, Community	<ul style="list-style-type: none"> be more self-confident in a wide range of new social situations, such as seeking new friends or taking on responsibilities in school, in the parish and at home 	Homes Y3 Visitors Y3		Module 2: Created to Love Others: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Personal Relationships Unit 3: Keeping Safe Module 3: Created to Live in Community: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Living in the Wider World 	School performances and competition entries, choral speaking, class assemblies and collective worship, STEM, Lincolnshire Show, Crowle Show, Greenacres performances, Fair Trade, Food Bank, work with Andrew Percy MP (British values), PCSO Cook visits
	<ul style="list-style-type: none"> understand that every family is different 	People Y4			Faith in Families, links with Malealea, family trees, assembly talks, work on the Royal Family
	<ul style="list-style-type: none"> recognise the many relationships in which they are involved, e.g. parents, family, friends, Church and various groups and communities 	Called Y4 Community Y4 Life Choices Y5 Mission Y5			Work with NOLCAT, Axholme Academy, Isle cluster, Reach4, Goldstar out-of-school club, Breakfast Club, Parish, St Lawrence Academy, multi-faith groups (Vocations Week)
	<ul style="list-style-type: none"> recognise differences and similarities between people in the school and wider community and know these can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability 	Other Faiths (all) Common Good Y6 Mission Y5 (LF6)		Work with NOLCAT, Axholme Academy, Isle cluster, PE cluster, Reach4, Goldstar out-of-school club, Breakfast Club, Parish, St Lawrence Academy, multi-faith groups (Vocations Week)	
	<ul style="list-style-type: none"> recognise and challenge stereotypes, for example in relation to gender 	Other Faith (all)	Rights Respecting	Whole-school assemblies, History work, class collective worship and key stage collective worship	
	<ul style="list-style-type: none"> recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness 	All Reconciliation topics		Father comes to hear confession	
	<ul style="list-style-type: none"> understand the need for respect, love and trust in relationships 	Gift Y4 Unity Y6 Listening and Sharing Y3 Life Choices Y5	Rights Respecting	Father comes to hear confession	

	<ul style="list-style-type: none"> recognise appropriate and inappropriate touches and greetings and know what to do to resist pressure when they feel uncomfortable 		Circle Time	School Assemblies, saying no assemblies, Safe School Ambassadors, Good Buddies
	<ul style="list-style-type: none"> listen to and support their friends and manage friendship problems 	Building Bridges Y4 Unity Y6 Giving All Y3		
	<ul style="list-style-type: none"> recognise that they can make good choices and bad choices; that all the choices they make have consequences and be able to anticipate the results of them 	Loving Y6 Choices Y3 Building Bridges Y4 Freedom & Responsibility Y5 Giving All Y3 Transformation Y5 (LF2)	Rights Respecting, PCSO Cook, Andrew Percy MP, Narconon, Crucial Crew, eSafety, British Values songs	
	<ul style="list-style-type: none"> begin to appreciate what is involved in bringing up children and what responsibilities parents have 	Loving Y6 Homes Y3 (LF2)	All That I Am	Science topics

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten	OTHER
KEY STAGE 2 Know about emotional and physical development	<ul style="list-style-type: none"> know the rituals celebrated in Church that mark life, particularly birth, marriage and death 	Giving All Y3 Promises Y3 Called Y4 Life Choices Y5 Vocation Y6 Healing Y6 Giving Y5		Module One: Created and Loved by God: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Me, My Body, My Health Unit 3: Emotional Well-Being Unit 4: Life Cycles 	Roleplay baptism, Remembrance Day, Bereavement Counselling, Class Collective Worship
	<ul style="list-style-type: none"> know that they grow and change throughout life 		All That I Am		Science topics
	<ul style="list-style-type: none"> recognise the changes that take place at puberty (e.g. emotional and physical changes) and how to deal with and express their feelings about themselves, their family and others in a positive way 	Homes Y3	All That I Am, midwife visits-menstruation, school nurse, mums and girls, dads and boys		
	<ul style="list-style-type: none"> know and understand their bodies, the need for personal hygiene, that safe routines can stop the spread of viruses and how to combat disease (e.g. chicken-pox, tooth decay etc.) 		All That I Am, Narconon, Crucial Crew, visits from doctors and school nurse		Work on micro-organisms in science
	<ul style="list-style-type: none"> know and understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 		All That I Am		Science, e.g. reproduction of plants and animals
	<ul style="list-style-type: none"> know about the main stages of the human life cycle (Describe the life cycles common to a variety of animals, including humans - growth, development, reproduction, death) 	Yr 5			Science
	<ul style="list-style-type: none"> Describe the life processes of reproduction in some plants and animals 				Science
	<ul style="list-style-type: none"> Describe the changes as humans develop from birth to old age 		All That I Am		Science

	<ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 		Crucial Crew, Narconon, School Nurse, PCSO Cook, Evolve		Inter and intra-school competition, Sports Day
	<ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 				Science
KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	PSHE	Ten:Ten	OTHER
KEY STAGE 2 Celebrating faith in prayer, worship and action	<ul style="list-style-type: none"> develop their relationship with God through prayer and acts of worship 	All topics		Module 3: Created to Live in Community: <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Living in the Wider World 	Whole-school assemblies, History work, class collective worship and key stage collective
	<ul style="list-style-type: none"> engage in actions they know are motivated by the life and teaching of Christ 	All topics			Whole-school assemblies, History work, class collective worship and key stage collective