

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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Definition of relationships and sex education

Relationships and sex education is part of a government-mandated requirement to include teachings on what the law allows and does not allow with regards to relationships and the wider legal implications of decisions that pupils make.

The government permits schools with a religious character, such as WCCS, to teach the distinctive faith perspective on relationships as well as how their faith institutions may support people in matters of relationships and sex.

At WCCS, we understand that effective RSE is ‘part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well and inform young people in preparation for adult life’.¹ The School actively promotes the full equality of all persons.

The aims of RSE at WCCS are:

1. To be faithful to the Church’s vision of human wholeness whilst recognizing the contemporary context in which we live today;
2. To involve parents as they are the primary educators of their child:
 - a. *‘The right and duty of parents to give education is essential, since it is connected with the transmission of human life; it is original and primary with regard to the educational role of others, on account of the uniqueness of the loving relationship between parents and children; and it is irreplaceable and inalienable, and therefore incapable of being entirely delegated to others or usurped by others.’²*
3. To be sensitive to the needs of the individual pupil and recognize the mix of pupils with different family backgrounds;

¹ See Relationships & Sex Education (RSE) guidance from the [Catholic Education Service](#)

² [Familiaris Consortio](#), 36; see also [Catechism of the Catholic Church](#), 2221 and 2223.

4. To explore and promote virtues which are essential to promoting respect and dignity;
5. To provide a broad and balanced programme which operates in an atmosphere of mutual trust & respect. We want our pupils to become ‘successful and happy adults who make a meaningful contribution to society’³.

RSE and our Catholic setting

Catholics uphold the British values of democracy, the rule of law and individual liberty. They aim to promote mutual respect and tolerance of people who hold different faiths and beliefs even though they may profoundly disagree with them. This is rooted in the Christian ethic that all people are made in the image of God and are worthy of respect and love.

Schools that are determined by the Secretary of State to have a religious character, (Schools Standards and Framework Act 1998) must be inspected by the Diocese of Westminster, in accordance with section 48 (denominational inspection).

Alongside the Independent Schools Inspection Framework, WCCS must also meet the requirements of the Canon 806, in accordance with the [Framework for Diocesan Inspections 2015](#).

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the School. The inspection report is also used to inform parents and carers, and the wider Catholic community.

Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

The School’s latest report can be accessed [here](#)

Relationships Education

Relationships Education is a component of the School’s Civics programme (which includes PSHCE and SMSCD) and is delivered to boys from Reception to Year 6.

The planning and implementation of Relationships Education is undertaken by the Prep Head of SMSCD and Pre-Prep Head of SMSCD and taught by Class Teachers in the Pre-Prep and teachers in the Prep School. The programme is monitored on a weekly basis by the Deputy Head Academic and evaluated on an annual basis by the Prep Head of SMSCD, Pre-Prep Head of SMSCD and Deputy Head Academic, in line with the latest statutory guidance.

³ [Relationships Education, Relationships & Sex Education \(RSE\) and Health Education.](#)

By Year 6, pupils will know about the following areas:

- Families & people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety & harms
- Physical health & fitness
- Healthy eating
- Drugs, alcohol & tobacco
- Health & prevention
- Basic first aid
- Changing adolescent body

RSE is a component of the School's Civics programme (which includes PSHCE and SMSCD) and of the curricula in Science and Religious Studies which is delivered to boys in Years 7 & 8 in the Lent & Trinity terms.

RSE is approached by learning about family life and the exercise of personal responsibility towards other individuals and the broader community. Before any discussion of the marriage relationship, boys will have learned about friendship and the complementarity of the sexes. This is a cross-curricular theme and is strongly supported in Science and through the religious teachings, ethos and values of the whole School, which are fully in accord with the teachings of the Catholic Church.

The planning and implementation of RSE is undertaken by the Prep Head of SMSCD and taught by Form Tutors. The programme is monitored on a weekly basis by the Deputy Head Academic and evaluated on an annual basis by the Prep Head of SMSCD and Deputy Head Academic, in line with the latest statutory guidance.

RSE teaching in Years 7 & 8 provides clear progression from what is taught in Relationships Education. Pupils are prepared for further age-appropriate knowledge that they will encounter at their senior school between Year 9 – 12.

By the end of Year 8, pupils will know about the following additional areas:

- Respectful relationships including friendships
- Online and media
- Intimate relationships & human reproduction
- Consent
- The Law



We want to allow boys to develop positive attitudes, patterns of behaviour, lifestyles, values, communication and decision-making skills with respect to sexuality and personal relationships, in the context of Catholic teaching. This includes:

- non-exploitation, commitment and trust in sexual relationships;
- an understanding that both sexes have responsibilities in sexual matters;
- the skills to identify, avoid and report unwanted sexual experience;
- fostering self-esteem, self-awareness and moral responsibility.

Boys will also gain knowledge and understanding about:

- the physical, emotional and social aspects of development;
- responsible attitudes and appropriate behaviour;
- family life – the value and importance of the family as a social institution
- elements of foetal development and the basic arguments regarding abortion in the context of the teaching of the Catholic Church.

Managing difficult questions

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers are sensitive to the differing levels of maturity and awareness within a group of pupils and the unique sensitivity of the subject matter.

All triviality or vulgarity with regard to sex and relationships should be avoided.

Teachers of boys in Years 4-8 have access to the following resources, held by the Head of SMSCD, to help manage difficult questions in an objective and factual manner:

- A Brief History of Marriage
- Does Marriage Matter?
- The Catholic Faith Handbook for Youth

At no stage does an individual member of staff give individual advice on sexual matters and all such questions are directed to the Head Master. The rights of parents are always respected.

Respectful disagreement ⁴

As a school which aims to provide a liberal education, we acknowledge our legal duty under the European Convention on Human Rights (Article 2 of Protocol No. 1) which forbids any school to “pursue an aim of indoctrination that might be considered as not respecting parents’ religious and philosophical convictions.”

The Court’s guide to this article notes that: “Article 2 of Protocol No. 1 applies to all subjects and not only religious instruction. Sexual education and ethics thus fall within the scope of Article 2 of Protocol No. 1.”⁵

British values do not require any school to promote particular beliefs or lifestyle choices.

With reference to the nine [protected characteristics](#) in the Equality Act, we aim to impart age-appropriate information to the boys without requiring a particular outcome.

At WCCS we advocate that respecting people does not necessarily require agreement; rather, we aim to: “foster respectful disagreement and good relations between those who share a protected characteristic and those who do not.”⁶

Equality law

There is a careful balance between upholding the School’s religious freedom while adhering to the Equality Act 2010. The School has regard to [The Equality Act 2010 and schools departmental advice for school leaders, school staff, governing bodies and local authorities](#) (May 2014), paragraphs 326-331.

Balanced debate is always encouraged about issues that are seen as contentious and pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics.

Working with external agencies

The School partners with external agencies and speakers to enhance the delivery of its RSE programme. These include:

- Childnet Online safety talks for Reception for Year 6
- NSPCC Speak Out, Stay Safe workshops for Years 4 & 5
- Dr Sigman Online safety talks for Years 7 & 8
- Dr Sigman Talk for parents titled: ‘What parents need to know about boys, pornography and what it does to an adolescent mind’

⁴ See [‘Equipped for equality’](#) (p.15)

⁵ Guide on Article 2 of Protocol No. 1 to the European Convention on Human Rights: Right to education, European Court of Human Rights at para. 60

⁶ Equality Act 2010, Section 149

[^] For the Catholic teaching see the Catechism of the Catholic Church, paragraphs [2357-9](#). This underlines the moral basis of the Church’s teaching within an attitude of compassion and sensitivity.

Parents

The School's intention is to complement parents' delivery of RSE to their children. To this end the school recommends Louise Kirk's book *Sexuality Explained: a guide for parents and children* as an ideal guide for parents to use at home.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Any parent requesting information, or a meeting to discuss the teaching of RSE will be promptly accommodated and boys who are withdrawn will receive purposeful education during the period of withdrawal.

The function of RSE is to provide general education about relationships and sex education and does not offer individual advice, information or counselling on aspects of sexual behaviour and contraception. However, sources of professional information and advice are identified when appropriate e.g. through the Deputy Head (Pastoral), matrons, School counsellor or the School doctor.

Confidentiality

In circumstances where a boy is considered at some risk of any type of abuse or in breach of the law, boys and staff understand that this must be referred immediately to the Designated Senior Lead (DSL) in safeguarding and child protection.

The School's policy on confidentiality is that:

- all boys are made aware of the inability of all teachers to promise confidentiality;
- any teacher must use his/her professional judgement to decide whether a confidence can be maintained having heard the information and ask for guidance from a more senior member of staff if unsure;
- teachers must indicate clearly to boys when the content of a conversation can no longer be kept confidential and, if it was a child protection matter, the member of staff would pass this on to the correct person.

Content

The programme of teaching prioritises the effective delivery of content and does not artificially separate sex education and relationships education.

All teaching is sensitive and age appropriate in approach and content. Boys in Year 8 are taught about sexual orientation, gender reassignment, including lesbian, gay, bi-sexual and transgender.

Schemes of work for the Civics programme are implemented by the Head of SMSCD and these are detailed further in the School's SMSCD & PSHCE policies.



- An outline of the Civics scheme of work for all year groups is available in **Appendix 1** below;
- A summary of the resources, grouped by government topic, is available in **Appendix 2** (including elements of the content taught to boys in the secondary age group in Years 7 & 8)

APPENDIX 1 – Civics scheme of work

Year Group	Michaelmas Term		Lent Term		Trinity Term	
Reception	<p>Dignity of the human person <i>Being Me in My World</i></p> <p>God made me and loves me God made me and all my friends beautiful We show our love for each other We thank God for loving us Creation</p> <p>RE: Caring friendships- how to respect others</p> <p>RE: How to cross the road and walk around my school safely</p>	<p>Family and community <i>Celebrating Difference</i></p> <p>My family at home My school family We are all different and we love and care for each other We love and look after each other because we are all brothers and sisters in God's family Medieval Saints</p> <p>RE: Families- Who are my family?</p>	<p>Solidarity and the common good</p> <p>We are friends We play together in love and peace We help each other We thank God for each other Biblical Miracles: Jonah, Daniel, feeding 5,000 Lenten promise</p> <p>RE: Respectful relationships- How to share with others</p>	<p>Rights and responsibilities</p> <p>God wants everyone to be happy God gives us all we need to be happy Making the right choices We share all God's gifts</p> <p>RE: Being safe- making the right choices</p>	<p>The poor and vulnerable</p> <p>God's gifts are for everyone Learning to share our toys and food with our friends so that everybody has enough playing, sharing and learning together Using our gifts Biblical Miracles: Moses and Daniel</p> <p>RE: People who care for me and how I can care for them- How can I make grown-ups feel better</p>	<p>Dignity of work</p> <p>We are helping to do God's work We use our gifts for each other Everybody's gifts are needed to build God's world</p> <p>BV: Vocational jobs in my community</p> <p>When we build together we can do much more Sacraments and Baptism</p> <p>RE: Caring – Caring for God's creation (Adam and Eve as an example)</p>

Year Group	Michaelmas Term		Lent Term		Trinity Term	
Year 1	<p>Dignity of the human person <i>Being Me in My World</i></p> <p>God loves us equally and His children We are all different and amazing We love and look after each other because we are brothers and sisters Loving each other makes us strong Medieval Saints RE: Caring friendships- Doing kind things to one another</p>	<p>Family and community <i>Celebrating Difference</i></p> <p>We are all part of a community We look after and care for each other I belong to my family and my community My community needs me Medieval Saints BV: Remembrance Day RE: Respectful relationships- working as a community</p>	<p>Solidarity and the common good <i>Dreams and Goals</i></p> <p>We are brothers and sisters- one family- one world We learn together We build together a community of peace We celebrate together Medieval Saints RE: Families and people who care for me- What is a family/different families</p>	<p>Rights and responsibilities <i>Dreams and Goals</i></p> <p>Happiness is? Finding happiness with each other Helping each other to make the right choices Fair shares for all Medieval Saints RE: Being safe- Making the right decisions</p>	<p>The poor and vulnerable</p> <p>Some of God's family have plenty of food, toys and clothes. Some don't. Exploring the feeling of those who have plenty and those who have little Working together to make our family happy Who needs our help? Medieval Saints BV: The role of the NHS in caring for others. RE: Caring- Common Good – our school charities</p>	<p>The poor and vulnerable</p> <p>Everyone's work is valuable and important for the community Working together to build up our school family Finding my special job Working hard to be the best you can be for others Medieval Saints RE: Caring friendships- How to build a successful community</p>

Year Group	Michaelmas Term		Lent Term		Trinity Term	
Year 2	<p>Dignity of the human person</p> <p>We are all equal in God's eyes and have a special gift We are unique</p> <p>RE: Respectful relationships- Sharing our gifts and talents</p>	<p>Family and community</p> <p>People matter more than possessions Different communities; belonging</p> <p>BV: Remembrance Day</p> <p>RE: How can I care for my family?</p>	<p>Solidarity and the common good</p> <p>Working together</p> <p>RE: What is the Common Good?</p>	<p>Rights and responsibilities</p> <p>Interview practice Seeking peace</p> <p>RE: Respectful relationships- Being a role model at WCCS</p>	<p>The poor and vulnerable</p> <p>Exploring the role of charity Understanding the environment around me, safety.</p> <p>BV: The role of the NHS in caring for others.</p> <p>RE: Caring friendships-How can I help others in the wider community?</p>	<p>The poor and vulnerable</p> <p>Local charity: The Passage, Cardinal Hume Centre What is my role in my local community and the global community?</p> <p>RE: Being safe- Staying safe around school. Helping the vulnerable stay safe</p>
Year 3	<p>New school year, self-esteem, emotions</p> <p>RE: Caring friendships- Conquering jealousy (Cain and Abel)</p>	<p>Responsibility, roles, inequality and differences</p> <p>BV: Remembrance Day</p> <p>RE: Respectful relationships- Different faiths/cultures make up our society</p>	<p>BV: British food sourcing Healthy eating, taking risks, safety</p> <p>RE: Being safe – Stranger danger/ staying safe around the school</p>	<p>Hygiene, health and safety, friendship, conflicts</p> <p>RE: Caring and respectful friendships- Bullying/cyber bullying</p>	<p>BV: An introduction to Parliament Bullying, disability, gender</p> <p>RE: Respectful relationships- caring for others who are less fortunate than myself</p>	<p>Family, differences between families, responsibilities</p> <p>RE: Families: Differences in families</p>

Year Group	Michaelmas Term		Lent Term		Trinity Term	
Year 3	New school year, self-esteem, emotions RE: Caring friendships- Conquering jealousy (Cain and Abel)	Responsibility, roles, inequality and differences RE: Respectful relationships- Different faiths/cultures make up our society BV: Remembrance Day	BV: British food sourcing Healthy eating, taking risks, safety RE: Being safe – Stranger danger/ staying safe around the school	Hygiene, health and safety, friendship, conflicts RE: Caring and respectful friendships- Bullying/cyber bullying	BV: An introduction to Parliament Bullying, disability, gender RE: Respectful relationships- caring for others who are less fortunate than myself	Family, differences between families, responsibilities RE: Families: Differences in families
Year 4	RE: Charity - lives of the great medieval saints RE: Loyalty and friendship	BV: Community values RE: Anti-bullying RE: Jealousy The Beatitudes BV: Remembrance Day	RE: Family and living in community: stories of The Bible and myth Augustine’s City of God	BV: Monarchy and democracy Great medieval kings Law and the ideal community King Arthur	RE: Teams - sport, rules, responsibility History of sport - medieval chivalry	BV: tolerance RE: Differences and complementarity of the sexes, equality, looking after our health Suffragettes
Year 5	BV: Parliament Service for the Common Good Great parliamentarians	BV: Civil & religious law RE: Anti-bullying The Parliament and Judiciary Koran; Charity: Mother Theresa BV: Remembrance Day	BV: Parliament Human rights and citizenship Good and bad government	BV: British institutions Conservation Schools and universities NHS, police, courts BV: TfL visit	RE: Fair play and cheating Sport, personal health and nationhood Spectacle and national identity	BV: Visit to Parliament Science and society Interview skills

Year Group	Michaelmas Term		Lent Term		Trinity Term	
Year 6	<p>Ancient monarchies</p> <p>Origins of the law</p> <p>What makes a good leader?</p> <p>BV: Origins of democracy</p>	<p>RE: Anti-bullying</p> <p>Tyranny & democracy in ancient Athens</p> <p>What makes a good citizen?</p> <p>BV: Remembrance Day</p>	<p>RE: Male attributes, roles of husband/father, complementarity of men and women</p> <p>RE: What makes a hero?</p> <p>The Odyssey</p>	<p>RE: Philosophy and virtuous living</p> <p>Plato & Aristotle, Epicurus and Lucretius</p> <p>Ancient science, religion and society</p>	<p>BV: Understanding of different cultures and values</p> <p>Christianity and empire</p> <p>‘Barbarism’ and ‘civilisation’</p>	<p>Fall of Rome</p> <p>What makes a society collapse?</p> <p>Decadence and irresponsible living</p>
Year 7	<p>Feudalism and class</p> <p>Personal beliefs and community rules</p>	<p>Monarchy, tyranny, war</p> <p>Edward the Confessor, William the Conqueror, Richard III</p> <p>RSE: Anti-bullying, reputation</p> <p>BV: Magna Carta and the birth of rights</p> <p>BV: Remembrance Day</p>	<p>Religion and society</p> <p>Cross & Crescent in Medieval Europe</p> <p>Trade, co-existence and mutual benefits</p>	<p>The return of humanism</p> <p>Education and human excellence</p> <p>Self-sacrifice</p> <p>RSE: God’s gift of procreation and intimacy</p> <p>Biology: Sexual reproduction in humans, the menstrual cycle, fertilisation and conception, pregnancy and birth</p>	<p>Science & progress</p> <p>Medicine in society: moral dilemmas</p> <p>Health, disease, transience of life</p>	<p>Growing up</p> <p>Character, habit and making a contribution</p> <p>The importance of good role models</p> <p>RSE: Online safety and responsible use of the internet</p>

Year Group	Michaelmas Term		Lent Term		Trinity Term	
Year 8	RSE: Online safety, privacy and responsible internet use Leadership and responsibility Role models from modern history Living in an inter-connected world	The ideals of friendship Altruism, co-operation, philanthropy International relations BV: Remembrance Day	BV: Democratic safeguards Free speech, tyranny, fake news and propaganda Checks on abuses of power	RSE: The importance of family RSE: Forms of authority RSE: Marriage Relationships & respect	RSE: Adolescence and adulthood Living confidently and healthily	Leavers programme Year book Guest speakers Transfer from Prep to Senior school

Key:

RE = Relationships education

RSE = Relationships & sex education

BV = British values

APPENDIX I1 – Summary of resources by topic⁷

Topic: Families & people who care for me			
Reception	Year 1	Year 2	Year 3
<i>Caritas in Action</i> programme			<i>Circle time for PSHE</i>
Year 4	Year 5	Year 6	
<p><i>WCCS anthology resources</i></p> <p>Scripture</p> <ul style="list-style-type: none"> • The Sermon on the Mount • The Golden Rule • Cain & Abel • Family Life: story of Joseph and his brothers <p>Other</p> <ul style="list-style-type: none"> • The Legend of King Arthur: looking after one another. Strong father figures • Men & Women in Society – complementarity • Golf: not a manly game? Discussion of gender stereotypes in sport • Discussion of Paralympians and common human dignity 	<p><i>WCCS anthology resources</i></p> <ul style="list-style-type: none"> • Victorian education: discussion of families and schools in society, including boarding schools 	<p><i>WCCS anthology resources</i></p> <p>Learning from the myths:</p> <ul style="list-style-type: none"> • The Odyssey: Telemachus (fathers and sons; parents and children) • The Lying Odysseus (loyalty; the different traits in a family) • Odysseus' homecoming (what does home mean?) • Odysseus & Penelope Reunited (the strength of love and marriage) • Aeneas and his family leave Troy (the importance of family and home) <p>Scripture</p> <ul style="list-style-type: none"> • Luke Ch. 15: Parable of the Prodigal Son 	

⁷Topics in Appendix II are those which the government says must be included in the RSE policy: [RSE & Health Education statutory guidance, pp.20-38](#)

Topic: Caring friendships			
Reception	Year 1	Year 2	Year 3
<i>Caritas in Action</i> programme			<i>Circle time for PSHE</i>
Year 4	Year 5	Year 6	
<p><i>WCCS anthology resources</i></p> <ul style="list-style-type: none"> • Peace Prayer of St Francis of Assisi • Discussion of Pope Gregory and not judging by appearances • The Golden Rule • The Sermon on the Mount • The Legend of King Arthur: the fellowship of the Round Table <p><i>Anti-bullying</i></p> <ul style="list-style-type: none"> • Anti-Bullying: what is it and what can be done to tackle it. Resource from the Anti-Bullying Alliance • Loneliness during the Pandemic • Online friendships 	<p><i>WCCS anthology resource</i></p> <ul style="list-style-type: none"> • Athenian democracy: power of the people, working together – inclusion for all • Mother Theresa and caring for others • Standing by your allies: Churchill, ‘This was their finest hour.’ <p><i>Anti-bullying</i></p> <ul style="list-style-type: none"> • Anti-Bullying: what is it and what can be done to tackle it. Resource from the Anti-Bullying Alliance • Loneliness during the Pandemic • Online friendships 	<p><i>WCCS anthology resource</i></p> <ul style="list-style-type: none"> • Aristotle’s three types of friendship – virtuous friendship <p><i>Anti-bullying</i></p> <ul style="list-style-type: none"> • Anti-Bullying: what is it and what can be done to tackle it. Resource from the Anti-Bullying Alliance • Online friendships and using the internet safely. • Loneliness during the Pandemic. 	

Topic: Respectful relationships			
Reception	Year 1	Year 2	Year 3
<i>Caritas in Action</i> programme			<i>Circle time for PSHE</i>
Year 4	Year 5	Year 6	
<i>WCCS anthology resources</i> Scripture <ul style="list-style-type: none"> • Living in community: The Sermon on the Mount & The Golden Rule • Cain & Abel: dangers of anger • Playing by the rules: the importance of fairness in sport and life • Common Dignity: respect for everyone, regardless of appearance or ability 	<i>Resources from Lovenise</i> <ul style="list-style-type: none"> • Relationships matter 	<i>WCCS anthology resources</i> <ul style="list-style-type: none"> • Learning about the origin of law to regulate conduct (Hammurabi, Solon, Plato) • The Writing on the Wall – discussion of rightful treatment of others 	

Topic: Online relationships			
Reception	Year 1	Year 2	Year 3
<i>Childnet</i> <ul style="list-style-type: none"> • Online identity, safer internet resources 			
Year 4	Year 5	Year 6	
<i>Thinkuknow</i> <ul style="list-style-type: none"> • Discussion of online safety based on film and associated resources 	<i>BBC resource</i> <ul style="list-style-type: none"> • What is cyberbullying? My best friend cyberbullied me 	<i>Childnet</i> <ul style="list-style-type: none"> • Online reputation: discussion of sensible and potentially unsafe parts of a fictitious social media profile from Childnet. 	
Topic: Being safe			
Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Trip to London transport museum; safe travel discussion 	<ul style="list-style-type: none"> • Road safety PowerPoint presentation 		<i>Circle time for PSHE</i> <ul style="list-style-type: none"> • Section 3 - Keeping safe: stranger danger!
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Pastoral assembly on staying safe at school 	<ul style="list-style-type: none"> • Pastoral assembly on staying safe outside school 	<ul style="list-style-type: none"> • Visit from TfL to discuss safe travel in London 	

Topic: Mental wellbeing			
Reception	Year 1	Year 2	Year 3
<i>Caritas in Action</i> programme <ul style="list-style-type: none"> • God made me & loves me 	<i>Caritas in Action</i> programme <ul style="list-style-type: none"> • Family & the community 		<i>Circle time for PSHE</i> <ul style="list-style-type: none"> • Section 1 – my emotions
Year 4	Year 5	Year 6	
<i>WCCS anthology resources</i> <ul style="list-style-type: none"> • Mens sana in corpore sano. Discussion of connection between mental and physical health 	<i>WCCS anthology resources</i> <ul style="list-style-type: none"> • Discussion of healthy school environment, and the importance of balance in school 	<i>WCCS anthology resources</i> <ul style="list-style-type: none"> • Aristotle: importance of good habits. Importance of perspective <i>Form time and pastoral assemblies</i> <ul style="list-style-type: none"> • Sessions on good mental health for exams 	

Topic: Internet & safety harms			
Reception	Year 1	Year 2	Year 3
<i>Childnet</i> <ul style="list-style-type: none"> Online safety resources 			
Year 4	Year 5	Year 6	
<i>Thinkuknow</i> <ul style="list-style-type: none"> Discussion of online safety about based on film. 	<i>Childnet</i> <ul style="list-style-type: none"> Adventures of the SMART Crew – guide to making safe online decisions 	<i>Childnet</i> <ul style="list-style-type: none"> Online reputation: discussion of sensible and potentially unsafe parts of a fictitious social media profile from Childnet. <i>BBC worksheet</i> <ul style="list-style-type: none"> Stampy's Top Tips to Avoid Griefing on Minecraft 	

Topic: Physical health & fitness			
Reception	Year 1	Year 2	Year 3
<i>Twice-weekly games lessons</i> <ul style="list-style-type: none"> Finding my heartbeat 		<i>Primary 2 book (CUP)</i> <ul style="list-style-type: none"> Looking after my teeth 	
Year 4	Year 5		Year 6
<i>WCCS anthology resources</i> <ul style="list-style-type: none"> Mens sana in corpore sano. Discussion of connection between mental and physical health Sport and war: why is sport popular and important? Playing by the Rules: importance of fairness and discipline 	<i>WCCS anthology resources</i> <ul style="list-style-type: none"> History of Rugby – discussion of teamwork and different physical attributes Healthy competition: The Lance Armstrong Doping Case 		<i>Galore Park – Science for Year 6</i> <ul style="list-style-type: none"> Chapter two: healthy living, nutrients for energy, nutrients for growth and repair, nutrients for health Investigating the heart

Topic: Healthy eating			
Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Fruit & vegetables PowerPoint 	<i>Science topic:</i> <ul style="list-style-type: none"> Healthy diets, food needed for growth, balanced diets, our bodies 		<i>Circle time for PSHE</i> <ul style="list-style-type: none"> Section 3 – nutrition study
Year 4	Year 5	Year 6	
<i>WCCS Science Anthology</i> <ul style="list-style-type: none"> Teeth and digestion topic. Lessons on diet and tooth decay <i>School Council</i> <ul style="list-style-type: none"> Discussion of menu in School Councils 	<i>School Council</i> <ul style="list-style-type: none"> Discussion of menu in School Councils 	<i>Galore Park Biology textbook</i> <ul style="list-style-type: none"> Lesson on nutrition and health diet, and the consequences of an unhealthy diet 	

Topic: Drugs, alcohol & tobacco			
Reception	Year 1	Year 2	Year 3
			<i>Circle time for PSHE</i> <ul style="list-style-type: none"> Section 3 – alcohol
Year 4	Year 5	Year 6	
	<i>WCCS Science Anthology</i> <ul style="list-style-type: none"> The study of lungs and smoking <i>WCCS Civics anthology</i> <ul style="list-style-type: none"> Maintaining Trust: The Lance Armstrong Doping Case. Dangers of drugs, and morality of drugs. 	<i>Galore Park Biology textbook</i> <ul style="list-style-type: none"> Drugs, nicotine, alcohol Solvents and other drugs The dangers of addiction Syringes and preventing disease <i>Family Education Trust</i> <ul style="list-style-type: none"> Drug Alert leaflet – discussion of effects of drugs 	

Topic: Health & prevention			
Reception	Year 1	Year 2	Year 3
<i>Pastoral whole-school assembly (with PowerPoint presentation)</i> <ul style="list-style-type: none"> • Handwashing, keeping my body clean, sanitisation 			
Year 4	Year 5	Year 6	
<i>WCCS Science Anthology</i> <ul style="list-style-type: none"> • Tooth decay • Digestion and the mouth 	<i>WCCS Science Anthology</i> <ul style="list-style-type: none"> • The dangers of aerial pollution • The Clean Air Act, 1952 	<i>Science curriculum topic</i> <ul style="list-style-type: none"> • The content of a healthy diet. Consequences of an imbalanced diet. Food tests 	
Topic: Basic first aid			
Reception	Year 1	Year 2	Year 3
<i>Pastoral whole-school assembly (with PowerPoint presentation)</i> <ul style="list-style-type: none"> • Talk from the Head of Physical Education 			
Year 4	Year 5	Year 6	
		<ul style="list-style-type: none"> • Red Cross: basic first aid training <i>session</i> 	

Topic: Changing adolescent body			
Reception	Year 1	Year 2	Year 3
<i>PowerPoint presentation:</i> <ul style="list-style-type: none"> • Growing: My body and senses 	<i>Ourselves (CUP)</i> <ul style="list-style-type: none"> • We are different growing up 	<i>Cambridge University Primary Science Learner Book 2</i> <ul style="list-style-type: none"> • Introduction to the human body 	<i>Science curriculum topic</i> <ul style="list-style-type: none"> • Parts of the body
Year 4	Year 5		Year 6
	<i>WCCS Science Anthology</i> <ul style="list-style-type: none"> • Lessons on adolescence • Lessons on the human life cycle • Puberty: changes in boys and girls 		<i>Lovewise</i> <ul style="list-style-type: none"> • Selections from Growing up ... Growing wise. Course on puberty, relationships and marriage

Topic: Respectful relationships, including friendships	
Year 7	Year 8
<p><i>Family Education Trust</i></p> <ul style="list-style-type: none"> • Selections from The Other 3R's (Responsibility, Relationships, Respect) 	<p><i>WCCS anthology resources</i></p> <ul style="list-style-type: none"> • Rites of Passage – discussion of responsibility and adulthood • Catholic Teaching on Marriage (Mark 10) <p><i>Visiting speaker: Dr Sigman</i></p> <ul style="list-style-type: none"> • Sex & relationships for boys
Topic: Online & media	
Year 7	Year 8
<p><i>WCCS anthology resources</i></p> <ul style="list-style-type: none"> • The Devilish Temptations of the Internet: avoiding harmful content (Discussion of letter to The Times) • Whatever things are of good report: maintaining dignity in speech (Philippians 4:8) <p><i>Visiting speaker: Dr Sigman</i></p> <ul style="list-style-type: none"> • Managing screen time • Body image & the pressures of physical appearance 	<p><i>WCCS anthology resources</i></p> <ul style="list-style-type: none"> • Choosing suitable content and avoiding unsuitable content: Your body is a temple of the Holy Spirit (1 Corinthians 6:19) <p><i>Visiting speaker: Dr Sigman</i></p> <ul style="list-style-type: none"> • Managing screen time • Body image & the pressures of physical appearance

Topic: Being safe & consent	
Year 7	Year 8
<i>Government resource:</i> <ul style="list-style-type: none"> • Education for a connected world 	<i>WCCS Anthology Resource</i> <ul style="list-style-type: none"> • Consent: lesson involving discussion of hypothetical scenarios
Topic: Intimate relationships & human reproduction	
Year 7	Year 8
<i>Galore Park Biology textbook</i> <ul style="list-style-type: none"> • Human reproduction – the reproductive system • The menstrual cycle • Pregnancy & childbirth <i>Resources from Lovewise</i> <ul style="list-style-type: none"> • Relationships matter • 	<i>RS topic</i> <ul style="list-style-type: none"> • Marriage preparation <i>Resources from Lovewise</i> <ul style="list-style-type: none"> • Marriage, sex and living wisely
Topic: The Law	
Year 7	Year 8
<i>WCCS anthology resources</i> <ul style="list-style-type: none"> • The nature of monarchy • Magna Carta • Difference between religious and civic law, using the Five Pillars of Islam • Machiavelli and morality <i>Visiting speaker: Dr Sigman</i> <ul style="list-style-type: none"> • Preventing alcohol problems • ‘Soft’ drugs? 	<i>WCCS anthology resources</i> <ul style="list-style-type: none"> • Equality under the law: study of Lincoln, King, Mandela, Gandhi <i>Visiting speaker: Dr Sigman</i> <ul style="list-style-type: none"> • Boys & pornography • Sexual orientation, gender reassignment, including lesbian, gay, bisexual and transgender