

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

|                                 |              |                        |               |
|---------------------------------|--------------|------------------------|---------------|
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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’.<sup>1</sup> 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:

*‘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.’<sup>2</sup>*

3. To be sensitive to the needs of the individual pupil and recognize the mix of pupils with different family backgrounds;
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’<sup>3</sup>.

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

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

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

## **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 Head of SMSCD and Head of Pre-Prep 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 Head of SMSCD, Head of Pre-Prep and Deputy Head Academic, in line with the latest statutory guidance.

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 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 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 <sup>4</sup>**

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.”<sup>5</sup>

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

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<sup>4</sup> See [‘Equipped for equality’](#) (p.15)

<sup>5</sup> 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

# Westminster Cathedral

## Choir School

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.”<sup>6</sup>

### 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.

### 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’

### 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.

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<sup>6</sup> Equality Act 2010, Section 149

<sup>^</sup> 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.

# Westminster Cathedral

## Choir School

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.

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**.

**APPENDIX I – Civics scheme of work**

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

| Year Group    | Michaelmas Term   |   | Lent Term  |   | Trinity Term   |   |
|---------------|---|---|--|---|--|---|
| <b>Year 1</b> | <p><b>Dignity of the human person</b></p> <p>God loves us equally and His children<br/>We are all different and amazing<br/>We love and look after each other because we are brothers and sisters<br/>Loving each other makes us strong<br/><b>RE:</b> Caring friendships- Doing kind things to one another</p> | <p><b>Family and community</b></p> <p>We are all part of a community<br/>We look after and care for each other<br/>I belong to my family and my community<br/>My community needs me<br/><b>RE:</b> Respectful relationships- working as a community</p> | <p><b>Solidarity and the common good</b></p> <p>We are brothers and sisters- one family-one world<br/>We learn together<br/>We build together a community of peace<br/>We celebrate together<br/><b>RE:</b> Families and people who care for me- What is a family/different families</p> | <p><b>Rights and responsibilities</b></p> <p>Happiness is?<br/>Finding happiness with each other<br/>Helping each other to make the right choices<br/>Fair shares for all<br/><b>RE:</b> Being safe- Making the right decisions</p> | <p><b>The poor and vulnerable</b></p> <p>Some of God's family have plenty of food, toys and clothes. Some don't<br/>Exploring the feeling of those who have plenty and those who have little<br/>Working together to make our family happy<br/>Who needs our help?<br/><b>RE:</b> Caring- Common Good – our school charities</p> | <p><b>The poor and vulnerable</b></p> <p>Everyone's work is valuable and important for the community<br/>Working together to build up our school family<br/>Finding my special job<br/>Working hard to be the best you can be for others<br/><b>RE:</b> Caring friendships- How to build a successful community</p> |
| <b>Year 2</b> | <p><b>Dignity of the human person</b></p> <p><b>RE:</b> Respectful relationships- Sharing our gifts and talents</p>   | <p><b>Family and community</b></p> <p><b>RE:</b> How can I care for my family?</p>  | <p><b>Solidarity and the common good</b></p> <p><b>RE:</b> What is the Common Good?</p>  | <p><b>Rights and responsibilities</b></p> <p><b>RE:</b> Respectful relationships- Being a role model at WCCS</p>  | <p><b>The poor and vulnerable</b></p> <p><b>RE:</b> Caring friendships- How can I help others in the wider community?</p>  | <p><b>The poor and vulnerable</b></p> <p><b>RE:</b> Being safe- Staying safe around school. Helping the vulnerable stay safe</p>  |



| Year Group    | Michaelmas Term  |  | Lent Term   |   | Trinity Term  |   |
|---------------|--|--|---|---|---|---|
| <b>Year 3</b> | <p>New school year, self-esteem, emotions</p> <p><b>RE:</b> Caring friendships- Conquering jealousy (Cain and Abel)</p>                | <p>Responsibility, roles, inequality and differences</p> <p><b>RE:</b> Respectful relationships- Different faiths/cultures make up our society</p> | <p><b>BV: British food sourcing</b><br/>Healthy eating, taking risks, safety</p> <p><b>RE:</b> Being safe – Stranger danger/ staying safe around the school</p> | <p>Hygiene, health and safety, friendship, conflicts</p> <p><b>RE:</b> Caring and respectful friendships- Bullying/cyber bullying</p> | <p><b>BV: An introduction to Parliament</b><br/>Bullying, disability, gender</p> <p><b>RE:</b> Respectful relationships- caring for others who are less fortunate than myself</p> | <p>Family, differences between families, responsibilities</p> <p><b>RE:</b> Families: Differences in families</p>       |
| <b>Year 4</b> | <p>RE: Charity - lives of the great medieval saints</p> <p>RE: Loyalty and friendship</p>  | <p><b>BV: Community values</b><br/>The Beatitudes</p>  | <p>RE: Family and living in community: stories of The Bible and myth Augustine’s City of God</p>  | <p><b>BV: Monarchy and democracy</b><br/>Great medieval kings<br/>Law and the ideal community</p>                                     | <p>RE: Teams - sport, rules, responsibility<br/>History of sport - medieval chivalry</p>  | <p><b>BV: tolerance</b></p> <p>RE: Differences and complementarity of the sexes, equality, looking after our health</p> |
| <b>Year 5</b> | <p><b>BV: Parliament</b><br/>Great parliamentarians<br/>Abolition of slavery<br/>Equal citizenship: the expansion of the franchise</p> | <p><b>BV: Civil &amp; religious law</b><br/>The judiciary<br/>Ten Commandments &amp; Beatitudes<br/>Koran &amp; Talmud</p>                         | <p><b>BV: Parliament</b><br/>Rights and responsibilities<br/>Legislature and executive</p>  | <p><b>BV: British institutions</b><br/>Schools and universities<br/>NHS, police, courts</p> <p><b>BV: TfL visit</b></p>               | <p>Sport, personal health and nationhood<br/>Spectacle and national identity<br/>Importance of rules</p>  | <p>Stewardship of the environment<br/>Science and society</p> <p><b>BV: Visit to Parliament</b></p>                     |

| Year Group    | Michaelmas Term  |   | Lent Term   |  | Trinity Term   |   |
|---------------|--|---|---|--|--|---|
| <b>Year 6</b> | <p>Ancient monarchies</p> <p>Origins of the law</p> <p>What makes a good leader?</p> | <p><b>BV: Origins of democracy</b></p> <p>Tyranny &amp; democracy in ancient Athens</p> <p>What makes a good citizen?</p>                           | <p>RE: Male attributes, roles of husband/ father, complementarity of men and women</p> <p><b>RE:</b> What makes a hero?</p> | <p>RE: Philosophy and virtuous living</p> <p>Plato &amp; Aristotle</p> <p>Ancient science, religion and society</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>           |
| <b>Year 7</b> | <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><b>BV: Magna Carta and the birth of rights</b></p> | <p>Religion and society</p> <p>Cross &amp; 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><b>RSE:</b> God's gift of procreation and intimacy</p> <p><b>Biology:</b> Sexual reproduction in humans, the menstrual cycle, fertilisation and conception, pregnancy and birth</p> | <p>Science &amp; progress</p> <p>Medicine in society: moral dilemmas</p> <p>Health, disease, transience of life</p> <p><b>RSE:</b> Online safety and responsible use of the internet</p> | <p>Growing up</p> <p>Character, habit and making a contribution</p> <p>The importance of good role models</p> |

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

**Key:**

RE = Relationships education

RSE = Relationships & sex education

BV = British values

**APPENDIX II – Summary of resources by topic<sup>7</sup>**

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

<sup>7</sup>Topics 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:<br>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"> <li>• Peace Prayer of St Francis of Assisi</li> <li>• Discussion of Pope Gregory and not judging by appearances</li> <li>• The Golden Rule</li> <li>• The Sermon on the Mount</li> <li>• The Legend of King Arthur: the fellowship of the Round Table</li> </ul> | <p><i>WCCS anthology resource</i></p> <ul style="list-style-type: none"> <li>• Mother Theresa and caring for others</li> </ul> <p><i>Anti-bullying</i></p> <ul style="list-style-type: none"> <li>• Anti-Bullying: what is it and what can be done to tackle it. <a href="#">Resource from the Anti-Bullying Alliance</a></li> </ul> |        | <p><i>WCCS anthology resource</i></p> <ul style="list-style-type: none"> <li>• Aristotle's three types of friendship – virtuous friendship</li> </ul> |

| Topic:<br>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  |                             |
| <p><i>WCCS anthology resources</i></p> <p>Scripture</p> <ul style="list-style-type: none"> <li>Living in community: The Sermon on the Mount &amp; The Golden Rule</li> <li>Cain &amp; Abel: dangers of anger</li> </ul> <p>Own resources</p> <ul style="list-style-type: none"> <li>Playing by the rules: the importance of fairness in sport and life</li> <li>Common Dignity: respect for everyone, regardless of appearance or ability</li> </ul> | <p><i>Resources from Lovewise</i></p> <ul style="list-style-type: none"> <li><a href="#">Relationships matter</a></li> </ul>                       | <p><i>WCCS anthology resources</i></p> <ul style="list-style-type: none"> <li>Learning about the origin of law to regulate conduct (Hammurabi, Solon, Plato)</li> <li>The Writing on the Wall – discussion of rightful treatment of others</li> </ul> |                             |
| Topic:<br>Online relationships   |  |   |                             |
| Reception  | Year 1   | Year 2  | Year 3                      |
| <p><i>Childnet</i></p> <ul style="list-style-type: none"> <li>Online identity, <a href="#">safer internet resources</a></li> </ul>   |  |   |                             |
| Year 4   | Year 5   | Year 6  |                             |
| <p><i>Thinkuknow</i></p> <ul style="list-style-type: none"> <li><a href="#">Discussion of online safety based on film and associated resources</a></li> </ul>  | <p><i>BBC resource</i></p> <ul style="list-style-type: none"> <li>What is cyberbullying? <a href="#">My best friend cyberbullied me</a></li> </ul> | <p><i>Childnet</i></p> <ul style="list-style-type: none"> <li>Online reputation: discussion of sensible and potentially unsafe parts of <a href="#">a fictitious social media profile</a> from Childnet.</li> </ul>                                   |                             |

| Topic:<br>Being safe   |   |   |  |
|--|---|---|--|
| Reception  | Year 1  | Year 2  | Year 3   |
| <ul style="list-style-type: none"> <li>Trip to London transport museum; safe travel discussion</li> </ul>  | <ul style="list-style-type: none"> <li>Road safety PowerPoint presentation</li> </ul>   |   | <i>Circle time for PSHE</i> <ul style="list-style-type: none"> <li>Section 3 - Keeping safe: stranger danger!</li> </ul> |
| Year 4   | Year 5  | Year 6  |  |
| <ul style="list-style-type: none"> <li>Pastoral assembly on staying safe at school</li> </ul>  | <ul style="list-style-type: none"> <li>Pastoral assembly on staying safe outside school</li> </ul>  | <ul style="list-style-type: none"> <li>Visit from TfL to discuss safe travel in London</li> </ul>   |  |
| Topic:<br>Mental wellbeing   |   |   |  |
| Reception  | Year 1  | Year 2  | Year 3   |
| <i>Caritas in Action</i> programme <ul style="list-style-type: none"> <li>God made me &amp; loves me</li> </ul>  | <i>Caritas in Action</i> programme <ul style="list-style-type: none"> <li>Family &amp; the community</li> </ul>   |   | <i>Circle time for PSHE</i> <ul style="list-style-type: none"> <li>Section 1 – my emotions</li> </ul>                    |
| Year 4   | Year 5  | Year 6  |  |
| <i>WCCS anthology resources</i> <ul style="list-style-type: none"> <li>Mens sana in corpore sano. Discussion of connection between mental and physical health</li> </ul> | <i>WCCS anthology resources</i> <ul style="list-style-type: none"> <li>Discussion of healthy school environment, and the importance of balance in school</li> </ul> | <i>WCCS anthology resources</i> <ul style="list-style-type: none"> <li>Aristotle: importance of good habits. Importance of perspective</li> </ul> <i>Form time and pastoral assemblies</i> <ul style="list-style-type: none"> <li>Sessions on good mental health for exams</li> </ul> |  |

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



| Topic:<br>Physical health & fitness   |   |   |   |
|---|---|---|---|
| Reception   | Year 1  | Year 2  | Year 3  |
|   | <i>Twice-weekly games lessons</i> <ul style="list-style-type: none"> <li>Finding my heartbeat</li> </ul>  |   | <i>Primary 2 book (CUP)</i> <ul style="list-style-type: none"> <li>Looking after my teeth</li> </ul>      |
| Year 4  | Year 5  | Year 6  |   |
| <i>WCCS anthology resources</i> <ul style="list-style-type: none"> <li>Mens sana in corpore sano. Discussion of connection between mental and physical health</li> <li>Sport and war: why is sport popular and important?</li> <li>Playing by the Rules: importance of fairness and discipline</li> </ul> | <i>WCCS anthology resources</i> <ul style="list-style-type: none"> <li>History of Rugby – discussion of teamwork and different physical attributes</li> <li>Healthy competition: The Lance Armstrong Doping Case</li> </ul> | <i>Galore Park – Science for Year 6</i> <ul style="list-style-type: none"> <li>Chapter two: healthy living, nutrients for energy, nutrients for growth and repair, nutrients for health</li> <li>Investigating the heart</li> </ul> |   |
| Topic:<br>Healthy eating  |   |   |   |
| Reception   | Year 1  | Year 2  | Year 3  |
| <ul style="list-style-type: none"> <li>Fruit &amp; vegetables PowerPoint</li> </ul>   | <i>Science topic:</i> <ul style="list-style-type: none"> <li>Healthy diets, food needed for growth, balanced diets, our bodies</li> </ul>   |   | <i>Circle time for PSHE</i> <ul style="list-style-type: none"> <li>Section 3 – nutrition study</li> </ul> |
| Year 4  | Year 5  | Year 6  |   |
| <i>WCCS Science Anthology</i> <ul style="list-style-type: none"> <li>Teeth and digestion topic. Lessons on diet and tooth decay</li> </ul><br><i>School Council</i> <ul style="list-style-type: none"> <li>Discussion of menu in School Councils</li> </ul>   | <i>School Council</i> <ul style="list-style-type: none"> <li>Discussion of menu in School Councils</li> </ul>   | <i>Galore Park Biology textbook</i> <ul style="list-style-type: none"> <li>Lesson on nutrition and health diet, and the consequences of an unhealthy diet</li> </ul>  |   |

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

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

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

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

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