



RELATIONSHIPS AND HEALTH EDUCATION POLICY

Approved by	
Name:	Mrs Carol Bell
Position:	Chair of GB
Signed:	
Date:	Sept 2025
Proposed review date:	Sept 2026

★ Our Vision



'Bonum Vincit Et Amor Dei'

Good Wins Within the Love of God

Our vision is based on the Christian foundations of our school, which was first established by the Bishop of Carlisle (The Bishop Goodwin) in 1893. We have confidence to do good because we have faith in the goodness we see in our loving God and the he shows this goodness to everyone.

'Trust in the Lord and do Good' Proverbs 37:3

This helps us to be **ASPIRATIONAL, LOVING** and **INCLUSIVE**.

★ Our Purpose



All pupils and adults **FLOURISHING**

INCLUSIVE to **ALL**

Admitting **FAMILIES** as well as children

Nourishing, developing and celebrating the **WHOLE** child

Removing barriers

★ Our Values



★ **RESPECT**

★ **HOPE**

★ **FRIENDSHIP**

★ **FORGIVENESS**

The Church of England's Vision and Relationships and Health Education

The Vision contains four core strands:

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Relationships Education promotes each of these four core strands through: the development of **understanding** which places our pupils in a position of strength; **opening horizons** ensuring that pupils are not oppressed by unhealthy relationships; enabling our whole school **community to live well** and disagree well together; and by ensuring that every member of the school community is **respected and valued**.

The colour coding throughout this policy is used to highlight the direct links with our approach to Relationships Education and the Church of England's Vision for Education.

Rationale

In keeping with the Church of England's vision and our own, 'God wins within the Love of God'. We believe that all pupils have a right to an education which enables them to **flourish** and **fulfil their potential**, without fear, in a **community** where differences of lifestyle and opinion are treated with **dignity and respect**.

As a school, we understand that for pupils to **flourish academically**, their mental and emotional wellbeing is vital. We also recognise that in order to make our school a happy and nurturing learning **environment** and workplace for pupils and staff respectively, positive and healthy **relationships** between all members of our school **community** including between pupils and adults are important.

We also value the importance of working closely with parents and families and the essential role that families play in **supporting** our pupils to develop healthy **relationships**. This policy has been drafted following consultation with families who have completed a survey which allowed us to provide the support they requested – RSE policy, curriculum coverage information and additional resources sent out to all families and are then accessible on the web site with links to leaflets to access further information and regular letters and emails about updates and upcoming events and lessons.

We welcome feedback and warmly invite suggestions on either the content of this policy this survey will be repeated annually however the curriculum in any class may need to be adapted to take into account the **temporary or permanent family circumstances** of any of our pupils or significant school or national events,

This policy is part of a suite of documents aimed at supporting our pupils' **emotional wellbeing, safety and personal development** and promoting **safe and healthy relationships** and should be read in conjunction with our:

- Behaviour Policy;
- Child Protection Policy and Safeguarding Procedures;
- Equality Information and Objectives; and Curriculum Policy

What is Relationships Education?

Through our Relationships Education programme, pupils learn:

- to cherish themselves and others as **unique and wonderfully made**;
- to recognise what a **healthy relationship** looks like and how to form healthy relationships, ensuring **respect and dignity** for themselves and others;

- how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships;
- how to keep themselves and others safe;
- how to make sense of the world around them (including an online world and the changes to their bodies); and
- to develop the skills to express their own views and make their own informed decisions.

The focus of our teaching is on **family** (the importance and value of belonging to a loving family and the fact that families are all different); and **friendships** (the importance of having friends, knowing what it means to be a good friend, how to spot an issue and what to do about it, how to resolve issues and where to get help).

Much of our teaching is 'on the spot' either in the classroom or on the playground or lunch hall. Often the best Relationships Education is born out of reflecting on actual issues that have occurred and exploring together how to put them right or how we could do something differently going forwards.

Planned Relationships Education sessions which take account of the age of the pupils take place as part of our planned lessons weekly in each class and in circles times, worships, visits and visitors

Detailed information about the content of our Relationships Education programme in each year group can be found in the JIGSAW Long Term plan, medium term plans and within weekly session plans.

Lesbian, Gay, Bisexual and Transsexual ("LGBT") Relationships

In keeping with our loving and inclusive Christian ethos, we believe that every pupil deserves life in all its fullness and is uniquely and wonderfully made. We teach our pupils to value and respect others regardless of their sexual or gender identity, whatever it might be.

We expect (in line with our Behaviour Policy, our Anti-Bullying Policy and the Equality Act 2010) that all our pupils will feel valued and will be treated with dignity and respect by all other members of the school community.

To this end, as with all other areas of diversity, we celebrate the differences that make each of our school families unique. We help pupils to make sense of the ways in which their own family life is the same as, and different from, that of their friends and how to ask and answer questions sensitively and respectfully.

What is Health and Wellbeing?

Through our Health and Wellbeing programme, pupils learn:

- the range and scale of emotions they may experience in different circumstances;
- to make good decisions about their own health and wellbeing;
- about the benefits of physical activity, time outdoors, a healthy diet and helping others for health, wellbeing and happiness;
- to understand the links between physical and mental health;
- to recognise when things are not right in their own health or the health of others;
- to understand a range of ways to respond positively when things are not right in their health, including seeking help;
- to talk openly about health issues using appropriate, positive language, particularly in relation to mental health, to reduce stigma attached to health issues;
- to prepare for and manage their changing bodies including their own menstruation (including with requests for period products) or the menstruation of others;
- to use the internet safely; and
- basic first aid.

Sex Education at our school

Our Curriculum

Sex Education is an important part of our curriculum, vital for preparing our pupils for a safe and healthy life beyond primary school. We fully understand that parents and families often feel nervous about their child taking part in Sex Education lessons at school.

There are certain elements of Sex Education which, as a school, we are **legally obliged to teach**. These are set out in the National Curriculum for science (which is a statutory document) and involve teaching our pupils about the **human body, including how it changes during puberty, the life cycles of animals and the processes of reproduction of animals**.

At our school, we teach our pupils some knowledge and information linked to Sex Education (alongside the science curriculum) in small age appropriate sessions within the JIGSAW curriculum then within Year Six we deliver sequential lessons detailed more specific and essential knowledge (outlined in JIGSAW programme)

- Give pupils an opportunity to ask questions in a safe environment;
- Develop an understanding of how we, as humans, are created, including how babies are made;
- Support the **emotional development and wellbeing** of our pupils who may be struggling to make sense of either the changes to their body, or of upsetting or distressing information they have received from friends, or read or seen online;
- Ensure that pupils understand, before they leave primary school, **what is and is not acceptable in relation to how others treat their body**, so that they are able to **identify when someone is attempting to cross boundaries inappropriately**;
- Make sure our pupils **know where to get help if needed**; and
- Ensure pupils **understand the law** about the acceptable use of social media and online relationships.

In our school, these sessions are delivered by class teacher and a teaching assistant in order that pupils feel **comfortable and safe**. We support this programme with Love Rocks work delivered by the SEND lead to all Year Six who opt to be included

Parents will be informed by email when these sessions will be taking place in order that they can **support their child at home**. Any parent wishing to discuss the content or materials used is warmly welcomed to make an appointment to do so with their child's class teacher and can access the full curriculum through our web site or request a hard copy from the office

Pupils **cannot** be withdrawn from **Relationships Education or our Health and Wellbeing programme**.

Similarly, pupils **cannot** be excused from any elements of the **science curriculum** which deal with the human body or reproduction.

However, parents **can request** that their child be excused from Sex Education sessions which take place in [Year 6]. Any parent wishing to do so should [you should set out what the system is in your school e.g. speak to their child's class teacher in the first instance; make an appointment to meet the Headteacher.

Whilst we respect the right of parents to make such a request, the school does not recommend that pupils miss these sessions. A lack of **knowledge and understanding** of sex makes it more likely that pupils will ask their friends and receive **inaccurate information**; turn to the internet and find information or images that are **distressing**; and potentially become prematurely sexually active.

Any parent requesting that their child is excused from the sessions will therefore be invited to attend a meeting with the Headteacher to ensure that they are certain of the implications for their child of missing these sessions.

Pupils with Special or Additional Needs

The teaching of Relationships Education to some pupils with **Special or Additional Needs** will be particularly sensitive and will need to match carefully the age and understanding of the individual pupil.

Some pupils may need to be taught Relationships Education in a different way to the rest of their age group. As in all other cases of **adapting the curriculum to meet an individual pupil's needs**, this will occur in consultation with the **pupil's**

[family](#). Any parent with concerns about their child's ability to engage with the planned curriculum should speak to the class teacher in the first instance.

Monitoring

Mrs Claire Craggs DEPUTY HEADTEACHER is responsible for the Relationships and Health Education and Sex Education curriculum at our school.

She monitors the effectiveness of the teaching of Relationships and Health Education and Sex Education and is responsible for the monitoring of and review of this policy.= see curriculum policy for more details.

Appendix A - End of Key Stage Expectations

Relationships Education:	
Curriculum content to be covered by the end of primary	
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship makes them feel unhappy or

	uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or

	pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health and Wellbeing:

Curriculum content to be covered by the end of primary

General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality

	in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals.

	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. - About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	- About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. - The correct names of body parts, including the penis, vulva, vagina,

	testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
--	--

Appendix B JIGSAW CURRICULUM OVERVIEW

Jigsaw PSHE 3 -11/12 Content Overview



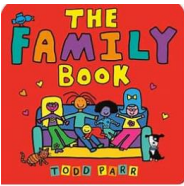
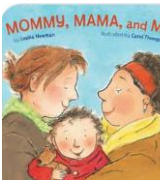
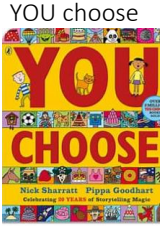
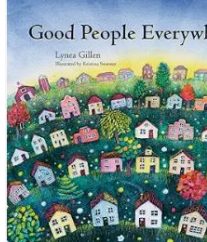
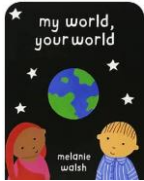
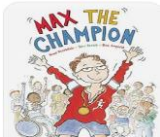
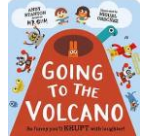
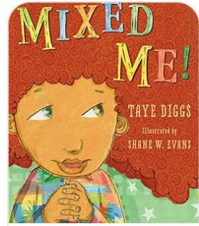
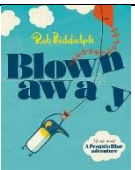
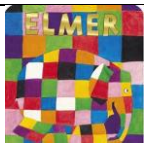
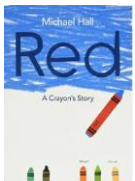
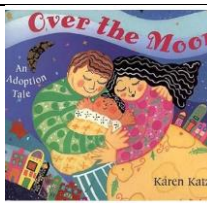
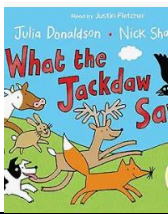
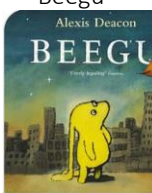
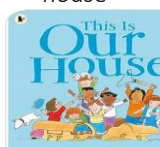
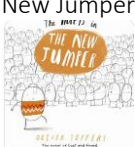
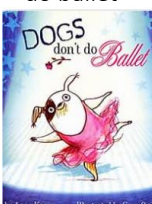
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

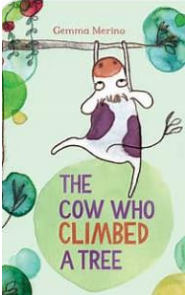
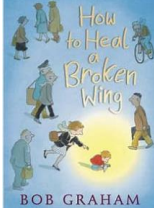
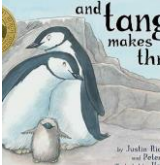
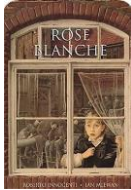
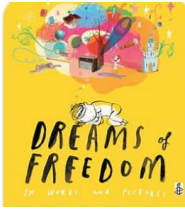
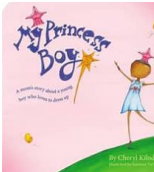
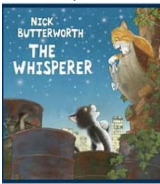
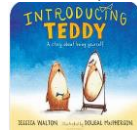
© Copyright Jigsaw PSHE Ltd

Page 2/2

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Appendix C – BOOKS to support RSE

BOOKS							
Reception	The Family Book 	Red Rockets and Rainbow Jelly 	Momma mama and me 	YOU choose 	A HANDFUL OF BUTTER 	Good People Everywhere 	
	All families are different	Accepting Difference	All families are different	Pupil voice	Family diversity	Getting Along	The First Sledge
One	Ten little pirates 	My world, your world 	Max the champion 	Gone to the volcano 	That's not how you do it 	MIXED ME! 	THE FIRST SLEDGE 
	Gender equality	Race	Disability	Coping /Feelings	Accepting Difference	Race	Diversity
Two	 Blown away	The Odd Egg 	The Great Big Book of families 	ELMER 	Red 	Over the Moon 	What the Jackdaw saw 
	Working with everyone	Different Families	Diversity	Race	Getting along	All families are different	Disability
Three	Big bob Little bob 	Beegu 	This our house 	Two Monsters 	The Hueys in the New Jumper 	Issac is Invisible 	
	Opinion	Bullying	Bullying	Problem Solving	Being yourself	Families	
Four	When sadness comes to call 	Dogs don't do ballet 	The way home 	The Flower 	The Artist who painted a blue Horse 		
	Mental health	Self confidence	Race	Choices	Difference / acceptance		

Five	The Cow who climbed the Tree 	How to heal a broken wing 	And Tango makes three 	Where the Poppies Now Grow 	Rose Blanche 	Mixed 	
	Being assertive	Choosing to help	Prejudice	British Values	Religion / race	Race	
Six	Dreams of Freedom 	My Princess Boy 	The Whisperer 	Introducing Teddy 	Leaf 	The island 	
	Equality Act	Diversity	Stand up for rights	Gender	Celebrating differences	Race / refugees	

Bible Story

Lions Children's



Bible
page-

Xian Events

The BIG story

Events

JIGSAW/KIDSAFE **see
planning sheet for Year
Group content

British Values

Protected Characteristics

**Cloth
Worship
table**

The Bishop Harvey Goodwin School is a nurturing, inclusive and loving school which serves the community of inner-city Carlisle. Our vision inspires us to be aspirational for all in every aspect of school life because we have faith in the goodness we see in our loving God and know that he shows his goodness to all. We want our children to look up at the stars not just in the gallery but also in their lives.

Trust in the Lord and Do Good Psalm 37	School Charter School Creed Lord's Prayer Psalm 37	The Trinity – symbols and meaning	HARVEST	Creation	Bishop Harvey Goodwin – history / vision	Being me	Rule of Law <i>Age</i> <i>Gender</i> <i>Reassign</i> <i>Religion</i>	
	Service <i>Jesus exemplified in his person, ministry and relationship with God what it was to be called servant king. Christians believe that their calling is to follow Jesus examples</i>	OT Ruth and Naomi <i>p 117</i>			HOUSE MEETING begins			

Autumn Days
Harvest Samba

The Bible has so much to offer in terms of respect. It teaches us how to respect ourselves, the lives of others and the world around us, leading to an inclusive community living well together. This value was selected as fundamental to our history as a school and the place we hold within our community. Christians recognise that respect needs to start with respect for ourselves and our unique contribution to our homes, school and community. Self-respect allows us to celebrate our gifts and talents, using them to be the best we can be so that we are honouring how God has made us. Respect for others allows us to appreciate everyone as special, everyone's opinions matters, everyone's contribution is important, everyone's feelings should be considered and everyone's faith is valued. Respect for the world around us gives us an opportunity to look after and treasure God's gift of creation.

Do to others as you would have them do to you. Matthew 7:12	Responsibility <i>The Bible teaches that life is a gift from God and it is our responsibility to i.e. of talents and abilities the best way we can</i>	OT Jonah p 206	REMEMBRANCE /ADVENT /CHRISTMAS	Fall	Black History Month Children in Need	Celebrating Difference	Respect Tolerance <i>Disability</i> <i>Race</i>	Christmas
	Justice <i>The justice revealed in the Bible is always seen in the context of love. It includes the call to take responsibility for one another, especially the poor and oppressed and to see that no one is excluded from the essentials of life</i>	OT Moses and the Pharaohs p 80						
	Preservance <i>Jesus encourage d his disciples to endure patiently the difficulties and obstacles they encountered and to preserve in the face of adversity. He himself trusted in God even when his enemies tried to stop his work and plotted his death</i>	OT Flood and a Rainbow p 22						

HYMNS – Come and Praise Book (1 set kept in each class)

All things bright and beautiful

Carpenter Carpenter make me a tree

Spring 1 HOPE Jacob's Dream NT

The beginning of John's Gospel says 'The light shines in the darkness and the darkness has not overcome it.'

Throughout his life Jesus gave hope to others and the resurrection of Jesus shows us that evil can never ultimately triumph over love. Hope is a core value for our church school because we share the joy that comes from the certainty that there is always hope and all is never lost. This value was selected by the leaders in our school as we believe that hope is not wishful thinking but a firm assurance that God can be relied on. In our school this enables us to 'reach for the stars', aspire for all to achieve their best and is the value at the heart of all our decisions and actions

STORIES – Story of Samuel page 120, Zechariah's Prayer page 212, Blind Bartimaeus page 270, Fire from Heaven Page 304, Miracle at Temple Gate, The Emmaus Road, An Empty Tomb

I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life. John 8:12	Thankfulness Christians believe that God loves and cares for them in many different ways in all aspects in their life. They know that their responses to this provision should be one of thankfulness and praise	NT Two Sons p 250	LENT	People of God	Pancake Café	Dreams and Goals	Individual Liberty Diversity <i>Religion Race</i>	
	Courage <i>God is always present in every situation, through this belief it leads to acts of courage including facing danger, overcoming fear and making a stand for what is right and encourage others to preserve. through prayer people found strength to be courageous</i>	OT A Miraculous Crossing p 86						
	Peace <i>Peace making actions can range from helping to resolve conflict to creating space for stillness, peace is the promise of total wellbeing is God's intention for the whole of creation and is a promise that awaits ultimate fulfilment</i>	NT Mary, Martha and Lazarus p 273						
HYMNS – Come and Praise Book (1 set kept in each class) Thank you, Lord, for this new day								

Spring 2 FORGIVENESS the Lost Son NT

Forgiveness is fundamental to the character of God and Jesus was uncompromising in his command to forgive. Forgive he said and keep on forgiving without limit. Forgiveness was at the heart of everything he did and is at the heart of the Lord's Prayer. Paul says 'Be compassionate and kind to one another, forgiving each other, just as in Christ God forgave you' (Ephesians 4: 32). We know that we forgive because we are forgiven and that forgiveness cannot be given or received until it is asked for and the asking must be genuine and from the heart. Real repentance demands that we take what we have done wrong with the utmost seriousness and have a deep desire not to do it again. This value was selected by our parents. Our school community can find disagreements and conflict particularly difficult and seek support and guidance in moving forwards and finding resolutions. As former Arch Bishop Justin Webley says we need to learn to disagree well. By doing this we are able to forgive from the heart and ensure justice for all.

Just as the Lord has forgiven you, so you must also forgive others. Colossians 3:13	Truthfulness <i>Christians believe that truth is revealed on the Bible and supremely I the person and life of Jesus Christ. Through Jesus teaching we are given an insight into the nature of God and the way in which He means us to live</i>	NT Saul's Conversion <i>p313</i>	EASTER	Incarnation	World Book Day Comic Relief	Healthy Me	Democracy Tolerance <i>Gender Age</i>	EASTER
	Humility <i>Christians believe that Jesus was both King and servant, Jesus taught his disciples what is means to be truly humble. Christians believe that they can serve God by demonstrating humility though attitudes</i>	OT David the King <i>p 128</i>						
	Generosity <i>God's generosity is best described as grace love given freely without limit or conditions. This generosity once experienced and acknowledged by individual can release a generous spirit towards other</i>	NT Loaves and Fishes <i>P259</i>						

HYMNS – Come and Praise Book (1 set kept in each class)

Lord of the Dance

One more step along the road

Summer 1 FRIENDSHIP NT - 12 Special Friends

Jesus explicitly calls his disciples friends, not servants (John 15: 14-15). Jesus knew friends should be chosen for who they are, not what they are and had stern words for those who excluded others from his community of friendship. The value was selected by the pupils. In the Bishop Harvey Goodwin we value all our friends and embrace the unique individuality of each person. Friendship is all about trust, feeling comfortable in each other's company and being able to share joy and sorrows. We value our friends and this is an echo of the value placed by God on each person as his friend. as they value

STORIES = Jacob and Esau page 55, The chariot of fire page 173, Breakfast by Galilee page 299, Secret Disciples page 293

Encourage one another and build each other up. 1 Thessalonians 5 v 11	Creativity <i>All of life is a gift entrusted but a loving God to humankind for a purpose, this purpose is glimpsed as the creative spirit within each person learns to value and explore, celebrate and enjoy this world. it comes with responsibility ensure creation is not spoiled</i>	OT Creation p 16	ASCENSION	Gospel Salvation	St Georges Day	Relationships	Diversity Sexual orientation Sex	
	Wisdom <i>Christians believe true wisdom comes from God. As a believer grows in faith so wisdom will increase. in the bible wisdom comes from God and is a characteristic of God</i>	OT The True Mother p153						
	Trust <i>Trust is the basis of all stable relationships including a person's relationship with God. it is rooted in truth and will grow through consistent experience of reliability and integrity</i>	OT The Burning Bush p78						Pentecost

HYMNS - Come and Praise (1 set in each room)

When I needed a neighbour

Who put the colours in the rainbow?

Give me oil in my lamp

Summer 2 **VISION** 'Bonum Vincit et Amour Dei' Good Wins within the love of God

The Bishop Harvey Goodwin School is a nurturing, inclusive and loving school which serves the community of inner-city Carlisle. Our vision inspires us to be aspirational for all in every aspect of school life because we have faith in the goodness we see in our loving God and know that he shows his goodness to all. We want our children to look up at the stars not just in the gallery but also in their lives.

STORIES – Baby in the Bulrushes page 75, David spares Saul page 135, The Heavenly Army page 178, Jesus heals a leper page 235, God'

Trust in the Lord and Do Good Psalm 37	School Charter School Creed Lord's Prayer			Kingdom Of God		Changing Me	Democracy Rule Of Law	
	Compassion <i>Christians believe that their attitudes and actions must reflect the kindness mercy and compassion of Jesus love and the love of God for everyone</i>	NT Good Samaritan p 268					<i>Pregnancy Marriage</i>	
	Transition and Change							

HYMNS Come and Praise (1 set in each class)