|  |
| --- |
| **Relationship, Sex & Health Education Audit and Provision Map** |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 1 / EYFS****Understanding****Self****& how to relate to****Others** | **Key Stage 1:*** know that they are made by God and are precious
* value themselves and others as God's children
* know God loves each one & God knows each person’s name
 | Families Y 1Beginnings Y2Treasures Y2 Families Y1Beginnings Y2 Myself R | Module One: Created and Loved by God:* Unit 1: Religious Understanding
* Unit 2: Me, My Body, My Health
* Unit 3: Emotional Well-Being
* Unit 4: Life Cycles

Module 2: Created to Love Others:* Unit 1: Religious Understanding
* Unit 2: Personal Relationships

Unit 3: Keeping Safe | Whole school and class assemblies CAFODKS1 Autumn Topic (all about me) |
| **Key Stage 1:*** identify and value similarities and differences between people

**PEOPLE & COMMUNITIES - Early Learning Goal:*** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
 | Other Faiths (all)Neighbours Y1 | Work on other faiths.CAFOD |
| **Key Stage 1:*** identify and be able to talk with someone they trust

**SELF CONFIDENCE & SELF AWARENESS - Early Learning Goal:*** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.
 |  Families Y1  | Circle Times, child-led liturgies, school performances and assemblies, pupil questionnaires Helping hands – 5 adults |
| **Key Stage 1:*** recognise safe and unsafe situations and use simple rules for dealing with strangers and for resisting pressure when they feel unsafe or uncomfortable
 |  | Circle TimeNSPCC - underpants |
| **Key Stage 1:*** know the basic rules for keeping themselves healthy

**HEALTH & SELF CARE - Early Learning Goal:*** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
 |   | Health eating.Science and PE |
| **Key Stage 1:*** listen and co-operate with others

**LISTENING & ATTENTION - Early Learning Goal:*** Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.
 | Belonging Y1Change Y1 (LF3) | intra-school competitive sport and festivals. Circle Times, drama lessons, choral speaking, team performance singing, T4W CP in EYFS/KS1 |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 1 / EYFS****Family,****Friendship,****Church,****Community** | **Key Stage 1:*** recognise they belong to a family, know that families should be special and understand that family members should care for each other and share
 |  Families Y1 Meals Y1 | Module 2: Created to Love Others:* Unit 1: Religious Understanding
* Unit 2: Personal Relationships
* Unit 3: Keeping Safe

Module 3: Created to Live in Community:* Unit 1: Religious Understanding

Unit 2: Living in the Wider World | Wants/needs work – Rights Respecting, class collective worship. |
| **Key Stage 1:*** know about the needs of babies and young people and the importance of positive parenting
 |   | Child-led liturgies focusing on sacrament of baptismBaptism role play |
| **Key Stage 1:*** recognise the school and parish as a caring community
* know & understand that we are welcomed into our school & parish family
 | Signs & Symbols Y2Special People Y1Welcome F2 | Mission Statement – developed by all stakeholders,  |
| **Key Stage 1:*** recognise that all are part of God's family
 | Families Y1 | Vocations Work in circle time |
| **Key Stage 1:*** appreciate celebrations marking birthdays and special occasions
* know & understand what a birthday is for
 | Preparing Y2Opportunities Y2Birthdays F2 | Pray and celebrate in assembly, Christmas Performances |
| **Key Stage 1:*** appreciate relationships – family & friends and how they work together, share, share feelings and talk, play together and pray together
* Know & understand we can make friends

**PEOPLE & COMMUNITIES - Early Learning Goal:*** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
 | Thanksgiving Y2Rules Y2Being Sorry Y2Families Y1Friends F2 |  |
| **Key Stage 1:*** know that saying sorry is important
 | Rules Y2Being Sorry Y1Change Y1 (LF3) | Behaviour policy |
| **Key Stage 1:*** identify and share their feelings with others and develop an ability to deal with their emotions

**MAKING RELATIONSHIPS - Early Learning Goal:*** Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.
 | Being Sorry Y1 (LF6)Friends F2  | Restorative Justice, Out-of-school Club (Goldstar)Circle Time |
| **Key Stage 1:*** recognise that their feelings and actions affect other people

**MANAGING FEELINGS & BEHAVIOUR - Early Learning Goal:*** Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
 | Belonging Y1Rules Y2Being Sorry Y2 | Restorative Approach |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 1 / EYFS****Know about****emotional and****physical****development** | **Key Stage 1:*** know themselves as male and female

**UNDERSTANDING THE WORLD - Early Learning Goal:*** Children know about similarities and differences in relation to places, objects, materials and living things.
 |   | Module One: Created and Loved by God:* Unit 1: Religious Understanding
* Unit 2: Me, My Body, My Health
* Unit 3: Emotional Well-Being
* Unit 4: Life Cycles
 | Animal babies |
| **Key Stage 1:*** know and understand the process of growth from young to old and how people's needs change
 |   | Visit to farm to see animal babies and matured specimens, life cycles and processes  |
| **Key Stage 1:*** recognise and compare the main external body parts of human bodies (learn the names of the main body parts)
 | Yr 1 | Science – living things,  |
| **Key Stage 1:*** recognise the similarities and differences between themselves and others and treat others with sensitivity

**PEOPLES & COMMUNITIES - Early Learning Goal:*** They talk about the features of their own immediate environment and how environments might vary from one another.
 |  Other Faiths (all) | Geography – looking at weather and climate |
| **Key Stage 1:*** know and understand that humans and animals can produce offspring and these grow into adults (notice that animals, including humans, have offspring which grow into adults)
* Know & understand about growth in nature

**THE WORLD - Early Learning Goal:*** They make observations of animals and plants and explain why some things occur, and talk about changes.
 |  Yr 2Growing F2 | Science – living things |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 1 / EYFS****Celebrating faith****in prayer, worship****and action** | **Key Stage 1:*** develop their relationship with God through prayer and acts of worship
 |   All topics | Module 3: Created to Live in Community:* Unit 1: Religious Understanding

Unit 2: Living in the Wider World | School/class assemblies, child-led liturgies, daily prayer, saying grace before lunch |
| **Key Stage 1:*** engage in actions motivated by the life and teaching of Christ
 |   All topics | Child-led liturgy, May Procession, Prayer Area, volunteer to help within the classroom (e.g. share a game or play with a friend). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 2****Understanding****Self****& how to relate to****Others** | * value themselves as a child of God, and their body as God's gift to them
 | Ourselves Y5  | Module One: Created and Loved by God:* Unit 1: Religious Understanding
* Unit 2: Me, My Body, My Health
* Unit 3: Emotional Well-Being
* Unit 4: Life Cycles

Module 2: Created to Love Others:* Unit 1: Religious Understanding
* Unit 2: Personal Relationships

Unit 3: Keeping Safe |  |
| * recognise their own worth and identify positive things about themselves
 | Self-Discipline Y4Ourselves Y5 | Inter and intra-school competition, work with visitors from other schools |
| * appreciate that life is precious & a gift from God
 | Neighbours Y1Treasures Y2 |  |
| * listen to and support others, and respect other people's viewpoints and beliefs
 | Other Faiths (all) – including work with St Lawrence AcademyCommon Good Y6Freedom & Responsibility Y5  | Inter and intra-school competition, work with visitors from other schoolsAnti-radicalisation-learning how to say no  |
| * understand that bullying is wrong, different forms of bullying and the feelings of both victims and bullies
 |    |  |
| * see things from other people's viewpoints, for example, their parents, carers and teachers
* form opinions (for example about relationships and bullying) and express them to a variety of people
 | Witness Y6Common Good Y6 |  |
| * recognise different risks in different situations and appropriate safe responses
 |    |  |
| * identify adults they can trust and ask for help
 |   |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 2****Family,****Friendship****Church,****Community** | * be more self-confident in a wide range of new social situations, such as seeking new friends or taking on responsibilities in school, in the parish and at home
 | Homes Y3Visitors Y3 | Module 2: Created to Love Others:* Unit 1: Religious Understanding
* Unit 2: Personal Relationships
* Unit 3: Keeping Safe

Module 3: Created to Live in Community:* Unit 1: Religious Understanding

Unit 2: Living in the Wider World | School performances and competition entries, choral speaking, class assemblies and collective worship, STEM, , Fair Trade, Food Bank,  |
| * understand that every family is different
 | People Y4 | assembly talks, work on the Royal Family |
| * recognise the many relationships in which they are involved, e.g. parents, family, friends, Church and various groups and communities
 | Called Y4Community Y4Life Choices Y5Mission Y5 |  |
| * recognise differences and similarities between people in the school and wider community and know these can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability
 | Other Faiths (all)Common Good Y6Mission Y5 (LF6) |  |
| * recognise and challenge stereotypes, for example in relation to gender
 | Other Faith (all) | Whole-school assemblies, History work, class collective worship and key stage collective worship |
| * recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness
 | All Reconciliation topics | Father comes to hear confession |
| * understand the need for respect, love and trust in relationships
 | Gift Y4Unity Y6Listening and Sharing Y3Life Choices Y5 | Father comes to hear confession |
| * recognise appropriate and inappropriate touches and greetings and know what to do to resist pressure when they feel uncomfortable
 |   | School Assemblies, saying no assemblies,  |
| * listen to and support their friends and manage friendship problems
 | Building Bridges Y4Unity Y6Giving All Y3 |  |
| * recognise that they can make good choices and bad choices; that all the choices they make have consequences and be able to anticipate the results of them
 | Loving Y6Choices Y3Building Bridges Y4Freedom & Responsibility Y5Giving All Y3Transformation Y5 (LF2) |  |
| * begin to appreciate what is involved in bringing up children and what responsibilities parents have
 | Loving Y6Homes Y3 (LF2) | Science topics |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 2****Know about****emotional and****physical****development** | * know the rituals celebrated in Church that mark life, particularly birth, marriage and death
 | Giving All Y3Promises Y3Called Y4Life Choices Y5Vocation Y6Healing Y6Giving Y5 | Module One: Created and Loved by God:* Unit 1: Religious Understanding
* Unit 2: Me, My Body, My Health
* Unit 3: Emotional Well-Being
* Unit 4: Life Cycles
 | Roleplay baptism, Remembrance Day, Class Collective Worship |
| * know that they grow and change throughout life
 |   | Science topics  |
| * recognise the changes that take place at puberty (e.g. emotional and physical changes) and how to deal with and express their feelings about themselves, their family and others in a positive way
 |  Homes Y3 |  |
| * know and understand their bodies, the need for personal hygiene, that safe routines can stop the spread of viruses and how to combat disease (e.g. chicken-pox, tooth decay etc.)
 |   | Work on micro-organisms in science |
| * know and understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
 |   | Science, e.g. reproduction of plants and animals |
| * know about the main stages of the human life cycle (Describe the life cycles common to a variety of animals, including humans - growth, development, reproduction, death)
 | Yr 5 | Science |
| * Describe the life processes of reproduction in some plants and animals
 |  | Science |
| * Describe the changes as humans develop from birth to old age
 |  | Science |
| * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
 |  | Inter and intra-school competition, Sports Day |
| * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
 |  | Science  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY STAGE** **STRAND** | **LEARNING OUTCOMES** | **Come & See** | **Ten:Ten** | **Other** |
| **KEY STAGE 2****Celebrating faith****in prayer, worship****and action** | * develop their relationship with God through prayer and acts of worship
 |  All topics | Module 3: Created to Live in Community:* Unit 1: Religious Understanding

Unit 2: Living in the Wider World | Whole-school assemblies, History work, class collective worship and key stage collective  |
| * engage in actions they know are motivated by the life and teaching of Christ
 |  All topics | Whole-school assemblies, History work, class collective worship and key stage collective  |