

**Vicariate for Education**

**Diocese of Leeds**

 Catholic Primary RSE curriculum audit

2017

This audit combines Catholic, PSHE & NC Science statements

# **Introduction**

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church’s teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationships and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

**Pedagogical principles**

A good RSE programme must enshrine core pedagogical principles – that is, it must, above all else, qualify as good education. Therefore, it will be:

## **Progressive & Developmental**

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturation.

## **Differentiated**

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

## **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church’s teaching on human love.

## **Integrated**

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

## **Co-ordinated**

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders. RSE must be led by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level. It must be well taught, as part of a whole-school approach, by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

## **Balanced Curriculum**

The RSE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered a range of viewpoints on issues. Pupils will receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Young people will have access to the learning they need to stay safe, healthy and understand their rights as individuals. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with the school’s promotion of Catholic teaching.

**The structure of this model curriculum.**

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

* **Created and loved by God** (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

* **Created to love others** (this explores an individual’s relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

* **Created to live in community – local, national & global** (this explores the individual’s relationships with the wider world)

Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of ‘Education in Virtue’ and ‘Religious Understanding’ as well as strands which cover the relevant content of National Curriculum Science and PSHE.

**What is Christian virtue and why is it important in relationships education?**

Christians believe that God wants human beings to live fulfilled and happy lives. This is promised to Abraham and is fulfilled in Jesus. The gospels show humanity the way to complete fulfilment which can only be found in God. The pursuit of the virtuous life begins when a community asks the question: “what traits of character make someone a good person?” The answer given by the Ancient Greeks and throughout Christian history is “the pursuit of those virtues which allow human beings to flourish”.

In the gospels Jesus invites each one of us to lead a full life with him by showing what makes people flourish. This is not always directed toward making oneself instantly gratified, but about understanding how loving our neighbour enables us to be happy too. If relationships based on human dignity are to be formed, it is vital that young people understand how to grow and flourish to feel fulfilled. The virtues offer a set of qualities of character that show a path to fulfilment and joy through our relationship with God and with each other in community.

The Christian tradition describes behaviours or habits that lead to joy and a closer relationship with God as virtues. These virtues are described in the

Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (often love replaces charity) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a happy, good life. The cardinal virtues of prudence, justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-control. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths or none. The theological virtues are the way people can reach “the abundant life” (John 10:10). These qualities of character should be modelled by staff, as well as discussed and promoted with students to enhance the Catholic ethos of the school. They underpin the full formation of the human spirit as they bring everyone closer to life in the light of the gospel.

The language which describes human virtues needs to be understood as behaviours that are relevant in the lives of students in the twenty first century. The word ‘virtue’ does not resonate with joy to the modern ear! Below are some suggestions for synonyms that will enable students and staff to identify their personal growth in character and identify how their behaviour is virtuous, that is, bringing them fulfilment and a deeper understanding of how to live a good life. Though we do not often use the word virtue, we do speak about virtues to each other frequently, when we notice someone is kind, or being brave or thoughtful. This is part of how schools live out their Catholic ethos and is not an additional part of the curriculum, rather a way of framing the behaviours that underpin relationships education based on human dignity and a love of God.

•**faith**- faithful, truthful, trustful, belief, conviction, acceptance, honesty

•**hope**- hopeful, prayerful, trustful, patience, aspiring

•**charity**- love, care, compassion, forgiving, friendship, benevolent, kindness, generous, self-giving, service

•**prudence**- good sense, practical wisdom, reasonable, thoughtful, reflective,

•**justice**- respect, honour, fairness, gratitude, responsibility

•**fortitude**- bravery, courage, confidence, magnanimous, resilience, determination

•**temperance**- moderation, self-control, self-discipline, chaste, modest, faithful

Theme 1: created and loved by God

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|  | **EYFS & KS1** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:** 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want |   |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:** 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears  |  |

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|  | **EYFS & KS1** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of the human person: loving myself | **Pupils should be taught:** 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism  |   |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of the human person: loving myself | **Pupils should be taught:** 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God’s gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.  |  |

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|  | **EYFS & KS1** | **TEACHING & LEARNING AUDIT** |
| Me, my body and my health | **Pupils should be taught:** **Me** 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities **My body** 1.1.3.1. *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*1.1.3.2. The similarities and differences between girls and boys**My Health** 1.1.3.3. *How to maintain personal hygiene* 1.1.3.4. *What constitutes a healthy life-style, including physical activity, dental health and healthy eating* |  |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Me, my body and my health | **Pupils should be taught:** **Me** 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act2010, Part 2, Chapter 1, sections 4-12) **My body** 2.1.3.5. *Describe the changes as humans develop to old age.*2.1.3.6. *About the growth and development of humans and the changes* *experienced during puberty* 2.1.3.7. *Identify and name the main parts internal and external to the human body***My health** 2.1.3.8. How to make informed choices that have an impact on their health 2.1.3.9. *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.* |  |
|  | **EYFS & KS 1** | **TEACHING & LEARNING AUDIT** |
| Emotional well-being and attitudes | **Pupils should be taught:** **Emotional well-being** 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings **Attitudes** 1.1.4.3. A basic understanding that feelings and actions are two differentthings 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences  |   |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Emotional well-being and attitudes | **Pupils should be taught:** **Emotional well-being** 2.1.4.1. Their emotions may change as they approach as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of therange and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves **Attitudes** 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources  |  |

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|  | **EYFS & KS 1** | **TEACHING & LEARNING AUDIT** |
| Life cycles and fertility | **Pupils should be taught:** **Life cycles** 1.1.5.1. That there are life stages from birth to death |  |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Life cycles and fertility | **Pupils should be taught:** **Life cycles** 2.1.5.1. *How a baby grows and develops in its mother’s womb*2.1.5.2. *To recognise the differences that occur at each stage of a human being’s* *development (including childhood, adolescence, adulthood, old age)***Fertility** 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova  |  |

# Theme 2: created to love others

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|  | **EYFS & KS 1** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:** 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, “please” and “thank you.” 1.2.1.6. Honest, able to tell the difference between truth and lies |  |
|  | **EYFS & KS 1** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of human relationships: loving others | **Pupils should be taught:** 1.2.2.1. We are part of God’s family 1.2.2.2. That saying sorry is important and can help mend broken friendships 1.2.2.3. Jesus cared for others 1.2.2.4. That we should love other people in the same way Jesus loves us |  |

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|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:** 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers2.2.1.6. Honesty, committed to living truthfully and with integrity |  |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of human relationships: loving others | **Pupils should be taught:** 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. The importance of forgiveness and reconciliation inrelationships and some of Jesus' teaching on forgiveness 2.2.2.3. The sacrament of marriage involves commitment and self giving |  |

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|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Personal relationships | **Pupils should be taught:** 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special. 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.5. To recognise when people are being unkind to them and others and how to respond. 1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable. |  |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Personal relationships | **Pupils should be taught:** 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong. 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes. |  |

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|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Keeping safe and people who can help me | **Pupils should be taught:** **Keeping safe** 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe oruncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resourcePANTS) for the purposes of safeguarding from sexual exploitation. **People who can help me** 1.2.4.5. Who to go to if they are worried or need help 1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.  |  |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Keeping safe and people who can help me | **Pupils should be taught:** **Keeping safe** 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond **People who can help me** 2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.6. How to report and get help if they encounter inappropriate materials or messages |  |

Theme 3: Created to live in community (local, national and global)

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|  | **EYFS & KS 1** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:** 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change |  |
|  | **EYFS & KS 1** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of living in human communities | **Pupils should be taught:** 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus’ teaching on who is my neighbour |  |

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|  | **KS 2** | **TEACHING AND LEARNING AUDIT** |
| Education in the virtues | **In a Catholic school, pupils are growing to be:** 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally |  |
|  | **KS 2** | **TEACHING AND LEARNING AUDIT** |
| Religious understanding of living in human communities | **Pupils should be taught:** 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ  |  |

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|  | **EYFS & KS 1** | **TEACHING & LEARNING AUDIT** |
| Living in the wider world | **Pupils should be taught:** 1.3.3.1. That they belong to various communities such as home,school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communitiesto which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which theylive 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands |  |
|  | **KS 2** | **TEACHING & LEARNING AUDIT** |
| Living in the wider world | **Pupils should be taught:** 2.3.3.1. That there are some cultural practices which are againstBritish law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.) 2.3.3.2. That bacteria and viruses can affect health and that following simple routines and medical interventions can reducetheir spread 2.3.3.3.That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another. |  |

Text in italics indicates the relevant aspects of statutory National Curriculum Science