Explanation of this document

This document is an adapted version of the CES model curriculum/framework to incorporate the requirements of the DfE statutory guidance (July 2025). Where appropriate, existing outcomes have been adapted to ensure coverage of the 2025 DfE contents. Some of the new contents in the 2025 DfE contents has been wholly adopted as stated in the guidance. Catholic schools in the diocese of Northampton should teach the contents of this RSE model Curriculum therefore meeting the statutory requirements of the DfE within the broader Catholic teaching around relationships of all kinds.

Colour Coding:

Colours are used in this version of the document to help you understand the changes and the contents.
GREEN is contents that was added to the CES framework to ensure coverage of the statutory DfE contents (July 2025).
ORANGE is new content in the religious understanding section that helps put the content that follows in a Catholic context.
BOLD: Indicates new contents in the CES Model framework 2026.

Themes:

The themes of the curriculum have been adapted to accommodate the new statutory contents within a Catholic framework

- **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 good health and wellbeing as well as 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)
  Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Northampton Diocese







St Thomas
Catholic Academies Trust

A Catholic Primary RHE curriculum
St. Margaret of Scotland Catholic Primary School

DRAFT



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 Relationship and Health Education (RHE) 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 RHE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above 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 and developmental. 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 maturing.

Adaptive

Schools must ensure that RHE 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 RHE 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 RHE 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 RHE.

Co-ordinated

None of these educational goals are possible if RHE 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; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it 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

Promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

The structure of this model framework.

This model framework 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 good health and wellbeing as well 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)
  Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend 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 PSHE content of the theme.

Christian Virtue and RHE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

In line with Diocesan protocol, the school will follow the **Ten:Ten Resources programme** *'Life to the Full'*.

The *Ten:Ten Resources 'Life to the Full'* programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last. The content is organised in three modules that have been developed in line with the Catholic Education Service Model Framework for teaching RSE in Catholic schools.

- Module One: Created and Loved by God - this explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.
- Module Two: Created to Love Others -this explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.
- Module Three: Created to Live in Community -this explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

An overview of content and examples of lessons can be viewed by parents on the Ten:Ten Parent Portal – Information for Parents – Ten Ten Resources

In our school we have agreed the following planning pathway 3 for the delivery of the Ten:Ten materials – this Programme Pathway delivers the programme over 3 terms in one year. The content is divided into that deemed most appropriate for each year group in a learning stage (EYFS, KS1, LKS2 and UKS2). The ensures that there is very little repetition of content year-on-year. Pupils will complete assessment activities before and after each module to assess whether the outcomes of the programme are being achieved and what learning has taken place.

Pupils will be assessed through a range of assessment activities including:

- Quizzes
- Response to scenarios
- Answering questions
- Discussions
- Work in books

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools [1] which can be found here: External Speakers

Parents and Carers

We recognise parents and carers as the primary educators of their children. As a Catholic school, we work in partnership with families by providing resources to support learning at home and offering workshops to help parents understand the RHE curriculum. Parents will be informed in advance when more sensitive aspects of Relationships and Health Education (RHE) are taught so they can support discussions

at home.

Parents can access curriculum information through the school website and the Ten:Ten Parent Portal. Individual lesson content can also be viewed by contacting the school's RHE Lead. Further information is available here: Information for Parents – Ten Ten Resources

Parents and carers are consulted during the development, monitoring, review and evaluation of the RHE programme and policy. They have opportunities to view the resources used in school, helping to ensure confidence in the school's approach to RHE.

Parents retain the right to withdraw their child from Sex Education, except for content that forms part of the National Curriculum for Science. Requests should be made to the Headteacher, who will discuss the specific elements from which a child may be withdrawn. The right to withdraw does not apply to Relationships Education or Health Education.
For further guidance on the right to withdraw, please refer to the **DfE's RHE and Health Education Guidance (July 2025, p.6)**.

Safeguarding
Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion, and such discussion may well lead to disclosure of a safeguarding issue. If staff have any concerns about a child's welfare, they should act on them immediately following the school's safeguarding procedures.

Monitoring and Evaluation
The RHE Co-ordinator will monitor the provision of the programme in a considered and planned way.

The programme will be evaluated annually by means of:

- questionnaires
- discussion with pupils, staff and parents.

Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
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	**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
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	**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

	EYFS & KS1	KS2
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** 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys **My Health** 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating 1.1.3.7. How to stay safe in the sun 1.1.3.8. To understand the harm that excessive time spent online can have physical and mental wellbeing.	**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 Act 2010, Part 2, Chapter 1, sections 4-12) **My body** 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty, including the menstrual cycle. 2.1.3.7. The facts about the menstrual cycle, including physical and emotional changes, and why learning about periods before they start helps girls to understand what to expect and avoid distress. 2.1.3.8. The correct names of parts of the body, including the penis, vulva, vagina, testicles, scrotum, nipples. 2.1.3.9. That these parts of the body are private, and that they should have the language to express boundaries about their bodies and to seek help if anyone crosses those boundaries. **My health** 2.1.3.10. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines, and simple ways to do this (for example, walking, cycling, active play and other forms of regular physical activity). 2.1.3.11. The risks of an inactive lifestyle, including unhealthy weight gain, and why caring for our bodies helps us to flourish. 2.1.3.12. How and when to seek support, including which trusted

		adults in school they can speak to if they are worried about their health. 2.1.3.13. How to recognise early signs that the body may be unwell (for example, unexplained changes or weight loss) and when to tell a trusted adult. 2.1.3.14. What constitutes a healthy diet, including understanding that foods and drinks contain different nutrients and energy (calories) which affect health. 2.1.3.15. Understanding the importance of a healthy relationship with food, 2.1.3.16. Simple principles of planning and preparing a range of healthy meals and snacks. 2.1.3.17. The characteristics and risks of a poor diet and unhealthy eating, including tooth decay and unhealthy weight gain. 2.1.3.18. About dental health and good oral hygiene, including brushing teeth twice daily with fluoride toothpaste, cleaning between teeth, and regular dental check-ups. 2.1.3.19. About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including using shade, clothing and sunscreen. 2.1.3.20. The importance of sufficient good-quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, including limiting screens before bed and keeping screens out of the bedroom. 2.1.3.21. The impact of poor sleep on weight, mood and ability to learn. 2.1.3.22. About personal hygiene and germs, including bacteria and viruses: how they can be spread, how infections are prevented and treated, and why handwashing and everyday routines help protect our own health and the health of others. 2.1.3.23. The facts and scientific evidence relating to vaccination and

		immunisation, and how these help protect individuals and communities. 2.1.3.24. The facts about legal and illegal harmful substances and associated risks, including smoking, nicotine products, vaping, alcohol use and drug-taking. That nicotine products (including vapes and nicotine pouches) can cause addiction. 2.1.3.25. To understand the harm that excessive time spent online can have on physical and mental wellbeing. 2.1.3.26. To talk about positive and negative aspects of the internet. 2.1.3.27. How online relationships can complement and support meaningful in-person relationships, but why online relationships are unlikely to be a good substitute for high-quality friendships and family relationships in everyday life. 2.1.3.28. The benefits of limiting time spent online, 2.1.3.29. 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. 2.1.3.30. How to consider the impact of their online behaviour on others and to act with respect, truthfulness and kindness online.

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. The wide range of emotions they may feel in different situations (for example, happiness, sadness, anger, fear, surprise, nervousness), and how to use words to describe both the type and strength of their feelings. 1.1.4.3. How to notice and name the feelings of others with kindness and care, and to respond with respect. **Attitudes** 1.1.4.4. A basic understanding that feelings and actions are two different things 1.1.4.5. Simple strategies for managing feelings and behaviour 1.1.4.6. That choices have consequences	**Pupils should be taught:** **Emotional well-being** 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings. To understand the range and scale of emotions, and to use a varied vocabulary to talk accurately about their own feelings and the feelings of others, including when feelings are mixed or change over time and know when to seek help when emotions become overwhelming 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media and changing friendships) 2.1.4.4. That worrying and feeling down can be normal at times and are not in themselves a sign of illness, and it is wise to seek help when feelings become overwhelming or hard to manage alone. 2.1.4.5. That some people, including children, can experience mental health problems; this is more common than people sometimes think, and getting help early can make a real difference. 2.1.4.6. How to notice whether feelings and behaviour are appropriate and proportionate to a situation, and how to choose helpful ways to respond. 2.1.4.7. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves and others 2.1.4.8. The importance of self-respect and how this links to their happiness and sense of identity; pupils should be taught ways to build self-esteem through developing skills, interests and friendships, and through valuing the dignity God has given them.

		Attitudes 2.1.4.9. That some behaviour is unacceptable, unhealthy or risky 2.1.4.10. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources.

	EYFS & KS1	KS2
Life cycles and fertility	**Pupils should be taught:** **Life cycles** 1.1.5.1. That there are life stages from birth to death	**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, older 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

	EYFS & KS1	KS2
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	**In a Catholic school, pupils are growing to be:** 2.2.1.1. Loyal, able to develop and sustain caring 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 strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
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. All families and people who care for me are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	**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. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment 2.2.2.5. To recognise their responsibilities towards others, and the human dignity of others in God's eyes 2.2.2.6. To recognise that the use of technology and online communication should reflect Christian values, including truth, respect and responsibility

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. 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. 1.2.3.4. Families are important because they can provide love, security and stability. 1.2.3.5. The importance of spending time with your family. 1.2.3.6. That sometimes people feel lonely or left out, and that this can happen to anyone; there is no shame in talking about loneliness, and we can show kindness by noticing and including others. 1.2.3.7. How their behaviour affects other people and that there are appropriate and inappropriate behaviours. 1.2.3.8. How important friendships are in making us feel happy and secure, and how people choose and make friends. 1.2.3.9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 1.2.3.10. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. 1.2.3.11. The conventions of courtesy and manners. 1.2.3.12. To recognise when people are being unkind to them and others and how to respond 1.2.3.13. Different types of teasing and bullying which are wrong and unacceptable	**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. How to pay attention to the needs and preferences of others, and how to talk respectfully about balancing different needs and wishes in friendships and family life, recognising that this can sometimes be complicated. 2.2.3.3. 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. 2.2.3.4. How to manage conflict, and that resorting to violence is never right. 2.2.3.5. That most people feel lonely sometimes, especially when friendships change, and that seeking help and talking to a trusted adult can often help. 2.2.3.6. There are different types of relationships including those between acquaintances, friends, relatives and family. 2.2.3.7. Marriage represents a formal and legally recognised commitment. 2.2.3.8. For the Church, marriage has a special significance as one of the sacraments. 2.2.3.9. That civil partnership also represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 2.2.3.10. 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. 2.2.3.11. How to make informed choices in relationships and that choices have positive, neutral and negative consequences. 2.2.3.12. To understand the difference between being assertive (speaking honestly about needs and boundaries) and

		being controlling (trying to force someone else), and the difference between being kind and neglecting your own safety or needs. 2.2.3.13. How to respond appropriately to bullying (including cyber-bullying) and an awareness of responsible use of technology. 2.2.3.14. That bullying, including cyberbullying, can have a lasting impact on mental wellbeing, and that seeking help for themselves or others is a responsible and caring response. 2.2.3.15. What a stereotype is, how stereotypes can be unfair or hurtful and can lead to bullying, and how to challenge stereotypes with truth, respect and fairness. 2.2.3.16. How to recognise when a friendship is making them feel unhappy, uncomfortable or pressured (even before it becomes bullying), and how to get support. 2.2.3.17. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond. 2.2.3.18. To recognise early warning signs of unhealthy or unsafe relationships 2.2.3.19. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.20. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes. 2.2.3.21. That change and loss, including bereavement, can bring many feelings; grief is a natural response and everyone grieves differently, and it is good to ask for support. 2.2.3.22. How to recognise if relationships at home or in their family are making them feel unhappy, worried or unsafe, and how to seek help from trusted adults and services.

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 or uncomfortable 1.2.4.3. The difference between good and bad secrets. 1.2.4.4. That privacy is good, but safety is more important than secrecy: if a secret makes them feel worried, unsafe, or uncomfortable, they should tell a trusted adult. 1.2.4.5. Identifying and correctly name their "private parts" for the purposes of safeguarding them from sexual exploitation 1.2.4.6. Importance of seeking and giving permission in relationships. **People who can help me** 1.2.4.7. Who to go to if they are worried or need help 1.2.4.8. That there are a number of different people and organisations they can go to for help in different situations	**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. About hazards that may cause harm, including fire risks, and simple ways to reduce risks at home, in school and in the community. 2.2.4.3. How to recognise risk and keep safe around roads, railways (including level crossings) and water, including the water safety code. 2.2.4.4. How to use technology safely. 2.2.4.5. That many social media services have a minimum age of 13, and that these age limits exist to help protect children from unsafe contact and inappropriate content. 2.2.4.6. That the same virtues and expectations apply online as face-to-face: honesty, respect, kindness and self-control, including when people are anonymous, and that we should never pressure others to share personal information or images. 2.2.4.7. That not all images, language and behaviour are appropriate. 2.2.4.8. That people online may pretend to be someone they are not (including pretending to be a child), and to speak to a trusted adult if anything feels worrying or confusing. 2.2.4.9. Why some apps, social media, computer games and online gaming (including gambling-like games) are age restricted and how age limits are intended to protect children. 2.2.4.10. The risks of online gaming, including spending money in games, pressure to buy items, and that gaming can become difficult to stop; and how to seek help if screen use feels out of control. 2.2.4.11. That criminals may use scams online to trick people into giving money or personal information, and that they should tell a trusted adult if something online feels suspicious or too good to be true. 2.2.4.12. How to understand information they find online, including from search engines: that results may be ranked or selected by computer systems, that information and adverts may be

		targeted to users, and that they should check reliability by asking trusted adults and using safe, age-appropriate sources. 2.2.4.13. That they have rights in relation to personal data, privacy and consent, and that they should be cautious about sharing information online. 2.2.4.14. Where and how to report worries online and get support, including if they feel anxious, pressured, bullied or unsafe because of something online. 2.2.4.15. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.16. The importance of seeking and giving permission in relationships. 2.2.4.17. That we each have boundaries about our bodies, our feelings, and our personal space, and to respect the boundaries of others. **People who can help me** 2.2.4.18. That there are a number of different people and organisations they can go to for help in different situations and how to contact them. 2.2.4.19. Basic first aid concepts for common injuries and ailments (including head injuries) and when to get adult help. 2.2.4.20. Who in school they can speak to if they are worried about their own or someone else's mental wellbeing or ability to manage emotions, including worries that arise from online experiences. 2.2.4.21. How to recognise 'triggers' for seeking support (for example, persistent worry, feeling overwhelmed, changes in sleep or appetite, feeling frightened, pressured or unsafe, or worries caused by online experiences) and who in school they should speak to when they notice these signs in themselves or others. 2.2.4.22. How to make a clear and efficient call to emergency services when necessary, and the importance of reporting an incident rather than filming it. 2.2.4.23. How to report and get help if they encounter inappropriate materials or messages.

		2.2.4.24. That anything shared online may be copied or passed on, and that once words or images are circulated there may be no way to delete them everywhere or control where they end up. 2.2.4.25. To keep asking for help until they are heard. 2.2.4.26. That if they are worried about abuse, online harm, or unsafe behaviour, they should speak to a trusted adult and keep asking until they are helped.

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

	EYFS & KS1	KS2
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	**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
Religious understanding of the importance of 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	**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
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 communities to 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 they live 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	**Pupils should be taught:** 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. 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 peers 2.3.3.3. 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