

St. Albert's Catholic Primary School  
Relationships and Sex Education (RSE) Overview - 2025-2028



| Relationships and Sex Education<br><i>A Journey in Love</i> |   |   |   |  |
|---|---|---|---|--|
|   | THEME   | SOCIAL AND EMOTIONAL  | PHYSICAL  | SPIRITUAL  |
| EARLY YEARS   | <p><b>The Wonder of being Special and Unique</b><br/> <b>Aim:</b> To explore the wonder of being special and unique. Children begin to know and understand that <i>they are part of the wonder of God's love and creation.</i></p> <p><b>Key Words:</b> God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special womb, describe, friends, generous, worried, Baptism.</p> | To recognise being a special person in my family                          | To recognise that we are all different and unique   | To celebrate the joy of being a special person in <i>God's family.</i>           |
| YEAR 1  | <p><b>We meet God's love in our family</b><br/> <b>Aim:</b> To focus on families and specially growing up in a loving, secure and stable home.</p> <p><b>Key words:</b> unique, friend, respect, secure, God, love, care, commitment, stable, important different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies.</p>  | To recognise signs that I am loved in my family.                          | To recognise how I am cared for and kept safe in my family.   | To celebrate ways that God loves and cares for us.                               |
| YEAR 2  | <p><b>We meet God's love in the community</b><br/> <b>Aim:</b> To describe how we are growing and developing in diverse communities that are God-given.</p> <p><b>Key words:</b> community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.</p>                                  | To recognise the joy and friendship of belonging to a diverse community.  | To describe ways of being safe in communities.  | To celebrate ways of meeting God in our communities.                             |
| YEAR 3  | <p><b>How we live in Love</b><br/> <b>Aim:</b> To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</p> <p><b>Key words:</b> community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.</p>   | To describe and give reasons how friendships make us feel happy and safe. | To describe and give reasons why friendships can break down, how they can be repaired and strengthened. | To celebrate the joy and happiness of living in friendships with God and others. |

St. Albert's Catholic Primary School  
Relationships and Sex Education (RSE) Overview – 2025-2028



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| YEAR 4 | <p style="text-align: center;"><b>God love us in our differences</b></p> <p><b>Aim:</b> To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p> <p><b>Key words:</b> God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.</p>   | To describe how we all should be accepted and respected.  | To describe how we should treat others making links with the diverse modern society we live in. | To celebrate the uniqueness and innate beauty of each of us.  |
| YEAR 5 | <p style="text-align: center;"><b>God loves us in our changing and developing</b></p> <p><b>Aim:</b> To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc and grow further in recognising <i>God's presence in our daily lives.</i></p> <p><b>Key words:</b> God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, womb, cervix, womb, period.</p> | To show knowledge and understanding of emotional relationship changes as we grow and develop.   | To show knowledge and understanding of the physical changes in puberty.                         | To celebrate the joy of growing physically and spiritually.   |
| YEAR 6 | <p style="text-align: center;"><b>The wonder of God's love in creating new life</b></p> <p><b>Aim:</b> To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching. Children will also know and understand about the conception of a child within marriage.</p> <p><b>Key words:</b> God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée.</p>   | To develop a secure understanding that stable and caring relationships which may be of different types, are at the heart of happy families. | To explain how human life is conceived.   | To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships. |

St. Albert's Catholic Primary School  
Relationships and Sex Education (RSE) Overview - 2025-2028



| Theme 1: Created and Loved by God                          |   |  |
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|  | EYFS and KS1  | KS2  |
| Education and Virtue                                       | <p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>1.1.1.1. Respectful of their own bodies and character</li> <li>1.1.1.2. Appreciative for blessings</li> <li>1.1.1.3. Grateful to others and to God</li> <li>1.1.1.4. Patient when they do not always get what they want</li> </ul>  | <p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>2.1.1.1. Respectful of their own bodies, character and giftedness</li> <li>2.1.1.2. Appreciative for blessings</li> <li>2.1.1.3. Grateful to others and to God</li> <li>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>2.1.1.5. Discerning in their decision making</li> <li>2.1.1.6. Determined and resilient in the face of difficulty</li> <li>2.1.1.7. Courageous in the face of new situations and in facing their fears</li> </ul>   |
| Religious understanding of the human person: loving myself | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>1.1.2.1. We are made by God and are special</li> <li>1.1.2.2. We are all God's children</li> <li>1.1.2.3. Ways of expressing gratitude to God</li> <li>1.1.2.4. About the sacrament of Baptism</li> </ul>  | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>2.1.2.1. We are special people made in the image and likeness of God</li> <li>2.1.2.2. We are children of God with an innate dignity</li> <li>2.1.2.3. God has created us for a purpose (vocation)</li> <li>2.1.2.4. Life is precious and their body is God's gift to them</li> <li>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</li> <li>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</li> </ul>  |
| Me, my body and my health                                  | <p>Pupils should be taught:</p> <p><b>Me</b></p> <ul style="list-style-type: none"> <li>1.1.3.1. We are all unique individuals</li> <li>1.1.3.2. We all have individual gifts, talents and abilities</li> </ul> <p><b>My body</b></p> <ul style="list-style-type: none"> <li>1.1.3.3. The names of the external parts of the body</li> <li>1.1.3.4. The similarities and differences between girls and boys</li> </ul> <p><b>My Health</b></p> <ul style="list-style-type: none"> <li>1.1.3.5. How to maintain personal hygiene</li> <li>1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</li> </ul> | <p>Pupils should be taught:</p> <p><b>Me</b></p> <ul style="list-style-type: none"> <li>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</li> <li>2.1.3.2. Strategies to develop self-confidence and self-esteem</li> <li>2.1.3.3. Each person has a purpose in the world</li> <li>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)</li> </ul> <p><b>My body</b></p> <ul style="list-style-type: none"> <li>2.1.3.5. Their body will change and develop as they grow</li> <li>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</li> <li>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</li> </ul> <p><b>My health</b></p> <ul style="list-style-type: none"> <li>2.1.3.8. How to make informed choices that have an impact on their health</li> </ul> |

St. Albert's Catholic Primary School  
Relationships and Sex Education (RSE) Overview - 2025-2028



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| Emotional well-being and attitudes | <p>Pupils should be taught:</p> <p><b>Emotional well-being</b></p> <p>1.1.4.1. That we all have different likes and dislikes</p> <p>1.1.4.2. A language to describe feelings</p> <p><b>Attitudes</b></p> <p>1.1.4.3. A basic understanding that feelings and actions are two different things</p> <p>1.1.4.4. Simple strategies for managing feelings and behaviour</p> <p>1.1.4.5. That choices have consequences</p> | <p>Pupils should be taught:</p> <p><b>Emotional well-being</b></p> <p>2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty</p> <p>2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</p> <p>2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p><b>Attitudes</b></p> <p>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky</p> <p>2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p> |
| Life cycles and fertility          | <p>Pupils should be taught:</p> <p><b>Life cycles</b></p> <p>1.1.5.1. That there are life stages from birth to death</p>   | <p>Pupils should be taught:</p> <p><b>Life cycles</b></p> <p>2.1.5.1. How a baby grows and develops in its mother's womb</p> <p>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)</p> <p><b>Fertility</b></p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>   |

**St. Albert's Catholic Primary School**  
**Relationships and Sex Education (RSE) Overview - 2025-2028**



**Theme 2: Created to love others**

|  | <b>EYFS and KS1</b>  | <b>KS2</b>   |
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| <b>Education and Virtue</b>  | <p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>1.2.1.1. Friendly, able to make and keep friends</li> <li>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</li> <li>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</li> <li>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</li> <li>1.2.1.5. Courteous, learning to say, "please" and "thank you"</li> <li>1.2.1.6. Honest, able to tell the difference between truth and lies</li> </ul>  | <p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>2.2.1.1. Loyal, able to develop and sustain friendships</li> <li>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</li> <li>2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</li> <li>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</li> <li>2.2.1.5. Courteous in their dealings with friends and strangers</li> <li>2.2.1.6. Honest, committed to living truthfully and with integrity</li> </ul>   |
| <b>Religious understanding of human relationships: loving others</b> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>1.2.2.1. We are part of God's family</li> <li>1.2.2.2. All families are important</li> <li>1.2.2.3. That saying sorry is important and can help mend broken friendships</li> <li>1.2.2.4. Jesus cared for others</li> <li>1.2.2.5. That we should love other people in the same way Jesus loves us</li> </ul>   | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</li> <li>2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</li> <li>2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</li> <li>2.2.2.4. The sacrament of marriage involves commitment and self giving. It is a formal, lifelong commitment</li> </ul>  |
| <b>Personal relationships</b>  | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>1.2.3.1. The characteristics of positive and negative relationships</li> <li>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</li> <li>1.2.3.3. There are different family structures and these should be respected</li> <li>1.2.3.4. Families should be a place of love, security and stability.</li> <li>1.2.3.5. The importance of spending time with your family</li> <li>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</li> <li>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</li> <li>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</li> </ul> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong</li> <li>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>2.2.3.3. Marriage represents a formal and legally recognised commitment</li> <li>2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</li> <li>2.2.3.5. The characteristics of a healthy family life.</li> <li>2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</li> <li>2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond</li> <li>2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</li> <li>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised</li> <li>2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</li> </ul> |

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Relationships and Sex Education (RSE) Overview – 2025-2028



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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Keeping safe and people who can help me</p> | <p>Pupils should be taught:</p> <p><b>Keeping safe</b></p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p><b>People who can help me</b></p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p> | <p>Pupils should be taught:</p> <p><b>Keeping safe</b></p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p><b>People who can help me</b></p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p> |
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St. Albert's Catholic Primary School  
Relationships and Sex Education (RSE) Overview - 2025-2028



| Theme 3: Created to live in community (local, national and global) |   |   |
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|  | EYFS and KS1  | KS2   |
| Education and Virtue   | <p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>  | <p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>   |
| Religious understanding of the importance of human communities     | <p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>  | <p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>   |
| Living in the wider world  | <p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have of their own health and that of others eg washing hands.</p> | <p>Pupils should be taught:</p> <p>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.)</p> <p>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</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. 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</p> |