



Archdiocese of  
Liverpool

# Relationship, Sex and Health Education Policy (RSHE) 2025

## St Anne's Catholic Primary School

<b>Chair of Governors</b>	<a href="#">Jan Burrows</a>
<b>Headteacher</b>	Liam Anderson
<b>Date adopted:</b> June 2025	<b>Review Date:</b> June 2026

## Living and Working as Jesus Taught Us

### Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centered on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

### Aim

St Anne's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Journey In Love' 2020 we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the statutory curriculum intent will be met by using and amending the PSHE Association to develop pupil's knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. We aim to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships (as described above) and living in the wider world.

## **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Anne's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **Statutory Requirements**

At St Anne's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A.

The statutory guidance from the Department for Education Equality Act 2010.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – by RE Team in collaboration with PSHE Subject Lead
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties including the Diocesan adviser/schools officers were invited to comment about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

**Definition**

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

### **Curriculum**

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents, Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020. This includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted the PSHE Association Primary Scheme of Work and Primary toolkit.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

### **Delivery of Relationship, Sex and Health Education (RSHE)**

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

### **Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### **Roles and Responsibility**

#### **The Governing Body**

The governing body will approve the RSHE policy and hold the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal).

#### **Staff**

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

#### **Pupils**

Pupils are expected to engage fully in RSHE, and when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within 'Journey In Love', the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

## **Monitoring arrangements**

The delivery of RSHE is monitored by the RE Team, by undertaking learning walks, staff and pupil consultations, planning and work scrutinies, and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

## **Resources**

The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### **Early Years Foundation Stage**

Journey in Love 2020

Early Years Foundation Stage Framework

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Key Stage One**

Journey in Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Key Stage Two**

Journey in Love 2020

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

**CEOP – National Crime Agency Command**  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Appendix 1**

**Primary Relationships Education Statutory Learning Opportunities**

**Families and people who care for me**

That families are important for children growing up because they can give love, security and stability	Y1 JIL
The characteristics of healthy family life, 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	Y1 JIL

That others' families, 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	Rec JIL Y2 JIL
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Rec JIL UKS2 JIL Year 4 IL
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	UKS2 RE
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Rec JIL KS1 PSHE LKS2 PSHE

**Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends	Y2 JIL
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	EYFS JIL KS1 RE & JIL Year 3 JIL
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y2 JIL
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Y2 JIL



How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Y2 JIL
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### **Respectful relationships**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	EYFS JIL  KS1 RE  Year 4 JIL
Practical steps they can take in a range of different contexts to improve or support respectful relationships	EYFS - PSED KS1 RE Year 4 JIL LKS2 RE
The conventions of courtesy and manners	EYFS PSED KS1 PSHE

	LKS2 Rules
The importance of self-respect and how this links to their own happiness	EYFS - PSED, JIL Year 4 JIL
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	EYFS - PSED, JIL KS1 PSHE & day to day rules/teaching
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	EYFS Computing, PSED UKS2 Computing - My life online LKS2 Computing Year 4 JIL
What a stereotype is, and how stereotypes can be unfair, negative or destructive	UKS2- English
The importance of permission-seeking and giving in relationships with friends, peers and adults	EYFS - PSED, JIL UKS2 - PSHE Year 4 JIL

### **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not	EYFS Understand the World UKS2 Computing LKS2 Computing KS1 Computing
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	UKS2 Computing LKS2 Computing  KS1 Computing
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	EYFS - Understanding the World & People Who Help Us UKS2 Computing LKS2 Computing KS1 Computing

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	EYFS - Understanding the World UKS2 Computing LKS2 Computing KS1 Computing
How information and data is shared and used online	EYFS Understanding the World UKS2 Computing LKS2 Computing KS1 Computing

### **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	All year groups
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	All year groups
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	All year groups
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	All year groups

How to recognise and report feelings of being unsafe or feeling bad about any adult	All year groups
How to ask for advice or help for themselves or others, and to keep trying until they are heard	All year groups
How to report concerns or abuse, and the vocabulary and confidence needed to do so	All year groups
Where to get advice from e.g. family, school and/or other sources	All year groups

### **Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health	Wellbeing Week EYFS PSED
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	EYFS PSED, JIL UKS2 English
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	EYFS PSED, JIL, RE UKS2 English
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	EYFS - PSED, JIL UKS2 English

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The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Walk on Wednesday EYFS PD UKS2 PE LKS2 PE LKS2 Science Healthy Eating
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	EYFS PD UKS2 PSHE
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	EYFS PSED
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	EYFS UtW, PSED UKS2 Computing
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	EYFS - PSED PSHE KS1 & KS2
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	UKS2 JIL

### **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	EYFS UtW: technology UKS2 Computing LKS2 Computing
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	UKS2 Computing LKS2 Computing

How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	UKS2 Computing LKS2 Computing
Why social media, some computer games and online gaming, for example, are age restricted	UKS2 Computing LKS2 Computing
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	UKS2 Computing LKS2 Computing
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	UKS2 Computing LKS2 Computing
Where and how to report concerns and get support with issues online	UKS2 Computing LKS2 Computing

**Physical health and fitness**

The characteristics and mental and physical benefits of an active lifestyle	EYFS emphasis on CP/outdoor play/gross motor strengthening PE Daily mile/PE lessons (head, hand, heart) Science LKS2 Science
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	Walk on Wednesday EYFS emphasis on CP/outdoor play/gross motor strengthening PE Daily mile/PE lessons (head, hand, heart) LKS2 Science
The risks associated with an inactive lifestyle (including obesity)	UKS2 Science English LKS2 Science
How and when to seek support including which adults to speak to in school if they are worried about their health	EYFS PSED UKS2 PSHE managing difficult relationships LKS2 Science

**Healthy eating**

What constitutes a healthy diet (including understanding calories and other nutritional content)	EYFS school nurse visit, growing topic KS1 Science LKS2 Science
The principles of planning and preparing a range of healthy meals	EYFS school nurse visit, growing topic UKS2 Science LKS2 Science
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	EYFS - school nurse visit, growing topic UKS2 - PSHE, English LKS2 Science

	LKS2 Science
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**Drugs, alcohol and tobacco**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	UKS2 Science
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**Health and prevention**

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Science & PSHE UKS2
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About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	USK2 Science KS1 Science LKS2 Science
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	USK2 Science
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS School Nurse visit UKS2 PSHE KS1 Science LKS2 Science
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	USK2 Science KS1 Science
The facts and science relating to allergies, immunisation and vaccination	USK2 Science LKS2 History

### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	EYFS Superheroes topic UKS2 PSHE
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	USK2 PSHE

### **Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	UKS2 Science and JIL
About menstrual wellbeing including the key facts about the menstrual cycle	UKS2 Science and JIL

## Appendix 2

### **Statutory Science Curriculum**

In Early Years Foundation Stage children, we use 'Development Matters' for children in Nursery and Reception and the Early Learning Goals as set out by the DfE statutory guidance.

### **EYFS Statutory Educational Programme:**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### Personal, Social and Emotional Development Early Learning Goals Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **EYFS Statutory Educational Programme:**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Understanding the World Early Learning Goals

#### Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

#### People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **In Key Stage 1 children learn:**

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

### **Animals, including humans:**

#### **Year 1 Statutory requirements:**

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### **Year 2 Statutory requirements:**

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### Appendix 3

The updated Religious Education Directory has been implemented.

EARLY YEARS		
	NURSERY	RECEPTION
<b>BRANCH 1 CREATION AND COVENANT</b>	<p>God made me.                      God loves me.                      God loves everyone.                      God made the wonderful world.                      Look after me.                      Look after God's world.</p>	<p>God created the world and said,                      "Indeed it is very good" (Genesis 1:31)                      God is love.                      God made each one of them.                      God loves each one of them as a unique person.                      God made a wonderful world and what God creates is good.                      God loves us and we are part of a family.                      God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants.                      God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job!                      We enter God's family the Church through Baptism.                      Care and love for self, family, others and God's world.                      God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too.</p>
<b>BRANCH 2 PROPHECY AND PROMISE</b>	<p>Celebrate Advent, it is a time to get ready for Christmas.                      God sent Jesus to love us all</p>	<p>Various cultures celebrate Jesus' birthday in different ways.                      All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God.</p>
<b>BRANCH 3 GALILEE TO JERUSALEM</b>	<p>Jesus welcomes the little children.                      Show love to everyone like Jesus.</p>	<p>Jesus blesses the little children.                      Jesus came to show God's love and welcomes everyone.                      Jesus takes care of everyone.                      We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry.                      You need food, water, a house, your school, a good doctor and a</p>



		<p>job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people.</p>
<p><b>BRANCH 4</b> <b>DESERT TO GARDEN</b></p>	<p>Lent is a time to care for others. Love God and love everyone (Great commandment) Caring for others in Lent. The Church uses Purple and Ashes as signs of Lent and being sorry.</p>	<p>Care for others. Various cultures celebrate Lent and Easter in different ways: Trying to help others by what we do in Lent. Every single person on earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this.</p>
<p><b>BRANCH 5</b> <b>TO THE ENDS OF THE EARTH</b></p>	<p>The Holy Spirit is our friend. The Holy Spirit looks after us. The parish church is a special place where we meet our friends. We sing and say prayers, especially on Sunday.</p>	<p>The Good News of Jesus lived out by the early Christian community. Sunday is a special day for the Church to celebrate</p>
<p><b>BRANCH 6</b> <b>ENCOUNTER AND DIALOGUE</b></p>	<p>The first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences.</p> <p>Opportunities will happen across the year, not only in the summer term alongside a broad sensory curriculum where children learn about the music, food, smells, tastes, and types of clothing worn to enrich their understanding of different religious and cultural traditions.</p> <p>Visitors to the school - create spaces for children to talk about their beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour.</p> <p>Children should have opportunities to speak about their experiences and understandings of religion and spirituality in a local context as part of the community they encounter each day.</p> <p>In the same way that children learn respect for Christianity, through respectful sitting during prayer and liturgy, careful handling of religious artefacts, and thoughtful learning, they should foster attitudes of respect for other people's spiritual and cultural traditions.</p>	