



Nebula
where stars are born

2025-2026

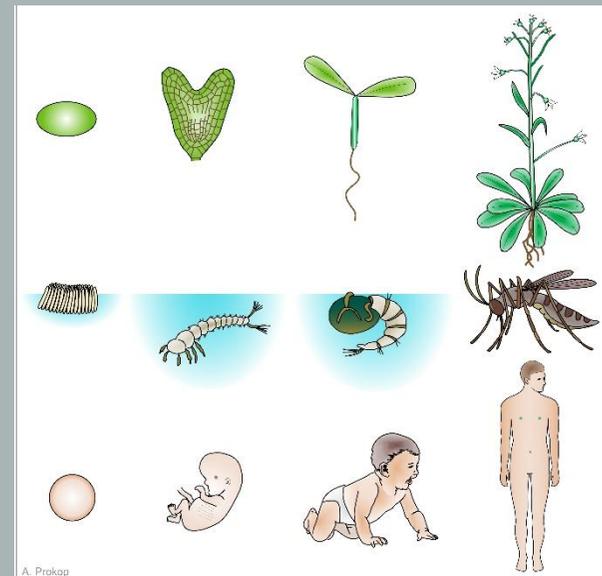
Curriculum Skills and Progression Relationships and Sex Education

Old Catton Junior School's Christian Distinctiveness Statement

The RSE curriculum compliments the PSHE curriculum taught at Old Catton C of E Junior School. The approach of the RSE curriculum allows pupils to talk positively about healthy, fulfilling relationships based on 'Love' trust, respect and communication, encouraging pupils to aspire to and enjoy healthy and respectful relationships. RSE empowers children to feel 'Hope' as they learn to build self-esteem, positive and open views, supporting mutual respect and celebration of self and others. Pupils can develop their own values and skills to put into practice in the real world bringing 'Joy' to the school community as they learn to make safe choices and healthy decisions, whilst exploring their views and learning from the views of others.

Our school bible story is the Parable of the Lost Sheep. The shepherd looks out for his sheep and makes a bold choice. He has the confidence and faith to ensure that no one is left behind and sees the uniqueness and value of each individual. Amongst other aspects, the RSE curriculum teaches children about gender stereotypes and sexual orientation so pupils understand that everyone is unique and valued as individuals, just like shepherd in the parable.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



A. Prakop

The Nebula Federation

Old Catton Junior School

2025-2026

Skills Map – Relationships and Sex Education

Curriculum overview, delivery and assessment

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting themes to enable pupils to build on their prior learning to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

The purpose of each of our RSE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of relationships and the human body. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria; others do not. Instead we look to individuals and how they perceive themselves and others, and approach challenges in their lives. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

Due to the nature of our RSE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils' learning at the teacher's discretion.

Our evidence of RSE lessons comes in scrapbooks and discussions with pupils. The nature of our lessons are very child-led and have a vast amount of practical activities which teachers will endeavour to evidence in scrapbooks but due to some lessons being fast moving, this may not be possible but instead, conversations with pupils will provide evidence of their learning and understanding.

Appendices

Appendix 1 – The Nebula Federation RSHE Policy

Appendix 2 – The Nebula Federation RSHE Policy Parent Query Flowchart

This relationships, sex and health education policy covers the approach of the schools in the Nebula Federation to teaching relationships, sex and health education (RSHE). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant, appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities.

The following tables outline the knowledge, skills and understanding expected in Year 2, KS1. These tables have been included as reference in order to clearly show the progression from Key Stage 1 to Key Stage 2 and the baseline of knowledge and skills prior to Year 3.

Year 2					
My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried of afraid.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and celebrate their strengths and achievements? • Can they understand how they grow and will change as they become older? • Can they recognise different types of teasing and bullying? Do they understand that these are wrong and unacceptable? • Can they recognise how people and families are unique? • Are they aware of different types of touch? Can they judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond? • Do they know the difference between secrets and surprises? • Do they understand the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid? 			<ul style="list-style-type: none"> • To consider own self-esteem, recognise and celebrate strengths • Setting own goals • To know how a baby grows • To know how I have grown and changed and how I might change in the future • To know what bullying is and how it could make someone feel • To know what to do if I am being bullied or I see someone else being bullied • To know I am uniquely special • To know there are lots of different types of families • To not feel under pressure to be different to who I am • To understand different kinds of touch and personal space • To know that some touches are unsafe and how to respond to these • To know what a secret is and what a surprise is. • To tell someone if they are asked to keep a secret that makes them feel uncomfortable, worried or afraid. 		
Key Vocabulary					
bullying, personal space, privacy, secret, self-esteem, surprise, unique, vagina,					

3 Year Group Three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they recognise the risks and how to behave appropriately • Can they understand how their body changes over time • Are they aware of different types of touch 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To understand how to overcome peer pressure • To understand different kinds of touch and personal space • To give real life advice and problem solve • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina,					
<p>Cross Curricular links with Science: As we work on a rolling programme, pupils in Year 3 may be accessing the Year 4 curriculum for Science. Therefore, the following Year 4 objectives may be covered in Year 3: Living things and their habitats (Living in Environments, Year 2, Summer 2) - Explore and use classification keys to help group, identify and name a variety of living things</p> <p>Cross-Curricular links to Computing: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					

4 Year Group Four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life • To understand what puberty is • To know about the physical and emotional changes of puberty • To understand that each person experiences puberty differently 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy					
<p>Cross Curricular links with Science: As we work on a rolling programme, pupils who have not covered these objectives in year 3, will cover them in Year 4: Living things and their habitats (Living in Environments, Year 2, Summer 2) - Explore and use classification keys to help group, identify and name a variety of living things</p> <p>Cross-Curricular links to Computing: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					

5 Year Group Five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and/or move through puberty.	Pupils can anticipate how their body may change as they approach and/or move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Can they use strategies to cope with changes? 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To understand how my body changes throughout my life • To know how to keep clean • To understand and describe different coping strategies • To explore how the body changes throughout puberty • To understand what hormones are 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones					
<p>Cross-Curricular links to Science: In Upper Key Stage 2, we have a 2 year rolling programmes so children will cover the Year 5 and 6 objectives within these 2 years. <u>The following Year 5 objectives will be covered:</u> Living things and their habitats (Life Cycles, Year 1, Autumn 1):</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals <p>Animals including humans (Changes and Reproduction, Year 2, Summer 2):</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age - Compare the gestation periods of humans to other animals 					

The following Year 6 objectives will be covered:

Living Things and Their Habitats (Classifying Organisms, Year 1, Summer 1)

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms

Animals including Humans (Health Bodies, Year 2, Autumn 1)

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Evolution and Inheritance (Evolution and Inheritance, Year 1, Spring 1)

- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents

Cross-Curricular links to Computing:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

6 Year Group Six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Are they aware of risks and how to deal with them? 			<ul style="list-style-type: none"> • To understand what hormones are • To explore different strategies to deal with changes • To explain physical changes in males and females (periods, puberty) • To be able to identify some risks in specific situations • To be able to identify what influences their decisions 		

	<ul style="list-style-type: none"> To understand how self-confidence, communication skills and assertiveness can help them to keep safe
Key Vocabulary	
<p>Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision</p>	
<p>Cross-Curricular links to Science: In Upper Key Stage 2, we have a 2 year rolling programmes so children will cover the Year 5 and 6 objectives within these 2 years. <u>The following Year 5 objectives will be covered:</u> Living things and their habitats (Life Cycles, Year 1, Autumn 1):</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals <p>Animals including humans (Changes and Reproduction, Year 2, Summer 2):</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age - Compare the gestation periods of humans to other animals <p><u>The following Year 6 objectives will be covered:</u> Living Things and Their Habitats (Classifying Organisms, Year 1, Summer 1)</p> <ul style="list-style-type: none"> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms <p>Animals including Humans (Health Bodies, Year 2, Autumn 1)</p> <ul style="list-style-type: none"> - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>Evolution and Inheritance (Evolution and Inheritance, Year 1, Spring 1)</p> <ul style="list-style-type: none"> - Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents <p>Cross-Curricular links to Computing:</p> <ul style="list-style-type: none"> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
Reasonable Adjustments	
<p>At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our RSE Curriculum and teaching:</p> <ul style="list-style-type: none"> <i>Word Banks for pre-learning and to support during topics and themes</i> 	

- *Cutting and Sticking Key Words on to work as prompts*
- *Coloured Paper or recycled paper to minimise visual stress*
- *Breaking down lessons into short, manageable chunks*
- *Mixed ability groups – using peers as support and role models*
- *Adult assistance nearby*
- *Using another student as a reader/support*
- *Knowledge map/Mind Maps*
- *Recording ideas on whiteboards as an aide memoire*
- *Printing work larger and in smaller chunks*
- *Draw answers or explanations*
- *Songs and rhymes/mnemonics – Horrible Histories*
- *Actions – telling the story of a lesson*
- *My Turn/Your Turn*
- *Breaks*
- *Targets made clear for lessons and learning – linked to IEP*
- *Now/Next*
- *Weighted lap/shoulder blanket*
- *Visual Timetables – class and individual*
- *Fidget toys available*
- *Cushions for seats – wobble and wedge cushions*
- *Coloured Overlays*
- *Headphones/ear defenders*
- *Remembering/'to do' lists*
- *iPad as a translator*
- *iPad to record ideas*
- *Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)*
- *Changing font size*
- *Writing frames and scaffolding*
- *Word lists of key vocabulary for pre-learning and as prompts*
- *Checking seating position – sight problems – near the back for sensory needs*
- *A safe/quiet space in or near the classroom*
- *Special interest projects linked to and alongside class learning*
- *Sensory time/circuits/sensory room*
- *Reduced timetable*
- *Proud/success book*
- *Extra break time-or break at a different time*

- *Behaviour plans*
- *One Page Pupil Profiles*
- *Resistance bands*
- *Social stories*
- *Extra time for the trickier tasks*
- *Visual and Picture aids*
- *Emotion fans/PATHS cards*
- *Allow talk time for those who find recording difficult*
- *Use of a scribe*
- *Worry monsters and boxes*
- *Time-outs*
- *Simplified work*
- *Keeping instructions short and one at a time*
- *Adjust attainment expectations – P levels, AET targets*
- *Personal calendar/ knowledge planner*
- *Checklists (e.g., going home)*
- *Learning some basics of a language for an EAL pupil*

Addressing Gaps (Interventions)

RSE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting themes to enable pupils to build on their prior learning to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. This helps to ensure that any gaps in knowledge are addressed. This document and the RSE lesson plans will be used by teachers to identify any gaps in knowledge and understanding to fill these gaps.

Pupils also have access to a question box where they can either ask questions to be answered 1:1, questions to be answered as a class or a note to just tell their teacher something. This gives teachers additional insight into the areas that pupils have more questions about and teaching sequences can be adapted to the needs of the class.

Medium Term Plans					
<u>Year 3 RSE and PSHE Curriculum Overview</u>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Health and Wellbeing – Healthy Lifestyles					

<p>Class Rules</p> <p>PANTS</p> <p>Relationships - TEAM</p> <p>A New Start</p> <p>Together Everyone Achieves More</p> <p>Working Together</p> <p>Being Considerate</p> <p>When Things Go Wrong</p> <p>Responsibilities</p>		<p>Fit as a Fiddle</p> <p>Good Night, Good Day</p> <p>Cough, Splutter, Sneeze!</p> <p>Drugs: Healing or Harmful?</p> <p>Keep Calm and Relax</p> <p>Choices Everywhere</p> <p>Always Learning</p>		<p>Living in the Wider World - Diverse Britain</p> <p>Living in the British Isles</p> <p>Democracy</p> <p>Rules, Laws and Responsibilities</p> <p>Liberty</p> <p>Tolerance and Respect</p> <p>What Does It Mean to Be British?</p>	
<u>Year 4 RSE and PSHE Curriculum Overview</u>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<p>Class Rules</p> <p>PANTS</p> <p>Health and Wellbeing – Safety First</p> <p>New Responsibilities</p> <p>Risks, Hazards and Danger</p> <p>Under Pressure</p> <p>Safety When Out and About</p> <p>Dangerous Substances</p> <p>Injuries and Emergencies</p>		<p>Relationships – One World</p> <p>Chiwa and Kwende- case study covering:</p> <p>Differences and diversity</p> <p>Stereotypes</p> <p>Human rights</p> <p>Fair Trade</p> <p>Compassion</p> <p>Rights and Responsibilities</p> <p>Communities</p>		<p>Living in the Wider World – Money Matters</p> <p>Where Does Money Come From?</p> <p>Ways to Pay</p> <p>Lending and Borrowing</p> <p>Priorities</p> <p>Advertising</p> <p>Keeping Track</p>	
<u>Year 5 RSE and PSHE Curriculum Overview</u>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help

<p>Class Rules</p> <p>PANTS</p> <p>Relationships – TEAM Together Everyone Achieves More Communicate Compromise and Collaborate Care Unkind Behaviour Shared Responsibilities</p>		<p>Health and Wellbeing – Healthy Bodies, Healthy Minds</p> <p>The Cognitive Triangle Thoughts Are Not Facts Yes, I Can! Your Body is Your Own Exercise Right, Sleep Tight Taking Care of Our Bodies Harmful Substances How We Think and Feel About Our Bodies Healthy Choice</p>		<p>Living in the Wider World – Diverse Britain</p> <p>Identities Communities Respecting the Law Local Government National Government Making a Difference</p>	
<p><u>Year 6 RSE and PSHE Curriculum Overview</u></p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<p>Class Rules</p> <p>PANTS</p> <p>Health and Wellbeing – Safety First You Are Responsible What Are The Risks? Making Your Mind Up In an Emergency Home – Safe and Sound Outdoors – Playing It Safe</p>		<p>Relationships – One World</p> <p>Global Citizens Global Warming Energy Water Biodiversity In Our Hands</p>		<p>Living in the Wider World – Money Matters</p> <p>Look After It! Critical Consumers Value for Money and Ethical Spending Budgeting Borrowing and Saving Money in the Wider World</p>	