

HOLY FAMILY CATHOLIC PRIMARY SCHOOL
SERVING THE COMMUNITY

Relationships, Sex and Health Education Policy
(RSHE)

Our Mission Statement:

With Christ at the centre, we live, love and learn together, reaching out to all.



Revised: November 2023

Date of next review: November 2026

Signed: Mr I Leatherbarrow

Role: Chair of Governing Body

Adopted by the Governing Body: 22nd November 2023

*With Christ at the centre, we live, love and learn together,
reaching out to all.*

Together, with Jesus, we can do it!

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 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 centred 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

Holy Family 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 a cross curricular approach. Many will be addressed during our timetabled PSHE lessons, using planning and resources from the PSHE Association. The other subjects that also provide opportunities for discrete teaching and learning of the RSHE curriculum are RE, though the Come and See programme, Science, PE and computing. For further details on how this will be covered in each year group, please see the curriculum maps in the appendices.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Holy Family RC Primary 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 Holy Family RC Primary, 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 – Staff involved included: Mr K Quigley (HT), Miss A Barr (DHT and Curriculum Lead), and Mrs C Davey (AHT, RE, RSHE and PSHE Lead). All DfE guidance and local Liverpool Archdiocese guidance was used to inform policy.
2. Staff consultation – Other key staff members, including Learning Mentors and SENDCO were consulted. All school staff were also given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation Parents were consulted via an online questionnaire through the Holy Family App. Through this questionnaire, parents and stakeholders were given the opportunity to speak to a member of the SLT or RSHE Lead, if they requested further clarification. The policy was also an agenda item at a Governors Meeting, prior to ratification
4. Pupil consultation – through pupil voice questionnaires, we investigated what pupils understood about the RSHE curriculum, what they value and how we could develop the subject further.
5. Ratification – following consultation with link Governors, SLT, staff, pupils, parents and key stakeholders, amendments were made. The policy was then shared with governors, an agenda item was put onto a Full Governors Meeting and was consequently 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.

After considering the needs of our pupils, and taking into account Archdiocesan advice, it was decided by the Senior Management Team that Holy Family would use the PSHE Association online toolkit to develop our PSHE curriculum. It was felt that this resource was the most comprehensive, robust, and in line with our Catholic Ethos. As a result, a bespoke RSHE and PSHE curriculum was mapped out for Holy Family. Assurances were made that the Holy Family RSHE and PSHE curriculum for each year group, worked in conjunction with other core and foundation subjects to provide a broad and well matched curriculum for the pupils in our care. A careful mapping out of our curriculum has ensured no topic or key objective was either omitted or duplicated. Additional resources, including NSPCC 'Talking Pants' have also been included on the map. These resources are accessed on a class-by class basis so that the level of the content can be tailored to meet the needs of the children in that class, in an age and stage appropriate manner. See Appendix

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 (RSE)

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 and Computing but it does not duplicate this content.

Although Holy Family is a 1.5 entry school, and consequently has mixed age classes (Year1/2, Year 3/4, and Year 5/6), all RSE lessons will be taught as single age groups. Not only is the content of RSE age specific, but the objectives covered are progressive too. They are specifically designed and planned to build on from the previous year. Therefore, these lessons must be taught in single year groups.

In EYFS and in years 1-4, all RSE lessons will be mixed gender. However, in years 5 and 6, as a school we consider it most appropriate to teach these lessons in a single sex organisation. The content of the lessons is exactly the same for both groups. However, experience has taught us that pupils who are in single sex classes are less self-conscious, less embarrassed and therefore are far more likely to learn and ask questions.

Delivery of RSHE lessons

The RSHE Curriculum forms part of a PSHE programme, at Holy Family. Lessons will be taught in classes and timetabled on a weekly basis. RSE lessons will be taught over one half term, per year and all RSHE and PSHE lessons will only be taught by our teaching staff. Use of external agencies will only be used to enhance teaching by an appropriate member of the teaching staff, not a replacement.

As RSHE falls within the larger curriculum area of PSHE, all children's work will be recorded their PSHE books.

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 Mr K Quigley (HT) and Mrs C Davey (AHT RSHE and PSHE Lead) by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development and progress in RSHE 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 – All Phases

The PSHE Association www.pshe-association.org.uk

Journey In Love 2020

NSPCC 'Pants' - www.nspcc.org.uk

CEOP – National Crime Agency Command - www.thinkuknow.co.uk

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

To Note:

1. Some of the objectives, listed below cross over into more than one year group, due to the progressive nature of them. Some of them can also have overlaps with other subjects; RE, Science, PE and Computing. The following grid highlights the objectives that are primarily and discreetly taught in RSHE in the various groups.
2. Holy Family operates a Two Year Cycle System for curriculum coverage. For nearly all subjects, topics and objectives are covered in phases over a period of 2 years; Cycle A and Cycle B The phases are: EYFS (N and R), Key Stage One (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4), and Upper Key Stage 2 (Year 5 and 6). Consequently, for the most part, pupils will cover topics and objectives in *either*:
Year 1 *or* 2
Year 3 *or* 4
Year 5 *or* 6
Pupils will not repeat *exact* content or objectives in year groups. Hence the use of the word *or* in the table below
3. RSE – Relationships and Sex Education, as an individual strand of RSHE is the exception to the above rule. Due to their sensitive nature, which is age and stage appropriate, content is covered in single year groups.

Families and people who care for me

Objectives	Year Group
That families are important for children growing up because they can give love, security and stability	Year 1
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	Year 1
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	Years 1
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	Year 6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 1

Caring friendships

Objectives	Year Group
How important friendships are in making us feel happy and secure, and how people choose and make friends	EYFS, Year 2

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Year 3
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Year 3 and 4
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	Year 3
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	Year 3

Respectful relationships

Objectives	Year Group
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	All
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Years 3 and 5
The conventions of courtesy and manners	Year 4
The importance of self-respect and how this links to their own happiness	All
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	Year 4
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	All
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 4
The importance of permission-seeking and giving in relationships with friends, peers and adults	Years 2, 3 and 6

Online relationships

Objectives	Year Group
That people sometimes behave differently online, including by pretending to be someone they are not	Years 5 or 6
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	Years 3 and 4 Years 5 or 6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Years 1 or 2, Years 3 and 4 Years 5 and 6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Years 3 or 4 Years 5 and 6
How information and data is shared and used online	Years 3 or 4 Years 5 and 6

Being safe

Objectives	Year Group
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Years 1
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	Year 1-6
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Year 1-6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Year 1-6
How to recognise and report feelings of being unsafe or feeling bad about any adult	Year 1-6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Year 1-6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 1-6
Where to get advice from e.g. family, school and/or other sources	Year 1-6

Mental wellbeing

Objectives	Year Group
That mental wellbeing is a normal part of daily life, in the same way as physical health	EYFS – Year 6
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 – Year 6
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	Years 3 or 4 Years 5 and 6
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Years 5 or 6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Years 1 and 2
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Years 1 and 2
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Year 1 or 2
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Years 5 and 6
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)	Years 1-6
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	Years 5 or 6

Internet safety and harms

Objectives	Year Group
That for most people the internet is an integral part of life and has many benefits	Years 3 or 4
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	Years 5 or 6
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	Years 3 or 4
Why social media, some computer games and online gaming, for example, are age restricted	Years 5 or 6
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	Years 3 or 4
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Years 5 or 6
Where and how to report concerns and get support with issues online	Years 3 and 4

Physical health and fitness

Objectives	Year Group
The characteristics and mental and physical benefits of an active lifestyle	Years 1 - 6
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	Years 1 and 2 Years 3 and 4
The risks associated with an inactive lifestyle (including obesity)	Years 3 and 4
How and when to seek support including which adults to speak to in school if they are worried about their health	Years 1 and 2 Years 5 and 6

Healthy eating

Objectives	Year Group
What constitutes a healthy diet (including understanding calories and other nutritional content)	Years 1 or 2 Years 3 and 4
The principles of planning and preparing a range of healthy meals	Years 3 and 4
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)	Years 3 and 4 Years 5 or 6

Drugs, alcohol and tobacco

Objectives	Year Group
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Years 3 or 4 Years 5 or 6

Health and prevention

Objectives	Year Group
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Years 5 or 6
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Years 1 or 2, Years 5 or 6
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Years 5 or 6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Years 1 or 2 Years 3 or 4
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Years 1 - 6
The facts and science relating to allergies, immunisation and vaccination	Years 5 or 6

Basic first aid

Objectives	Year Group
How to make a clear and efficient call to emergency services if necessary	Years 1 or 2 Years 5 or 6
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Years 5 or 6

Changing adolescent body

Objectives	Year Group
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 5
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5

Appendix 2 - Journey In Love Scheme break down (RSE)

Foundation Stage		
Topic	Objectives	Content
The wonder of being special and unique	<ul style="list-style-type: none"> *To recognise the joy of being a special person in my family *To recognise that we are all different and unique *the joy of being a special person in God's family 	<ul style="list-style-type: none"> *reasons why I'm special and how I can identify my uniqueness *what makes my family special *who I can ask, when I need help *the ways in which I am physically the same as my friends. *the ways in which I am physically different to my friends *God loves my family *Family celebrations e.g.birthdays Christmas, achievements etc *Church celebrations – e.g. Christmas, Christenings *the link between family and church celebrations *Celebrations are special times to look forward to and remember

Key Stage One			
Year Group	Topic	Objectives	Content
Year One	We Meet God's love in our Family	<ul style="list-style-type: none"> *To recognise signs that I am loved by 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. 	<ul style="list-style-type: none"> * families are important for children for love, security and stability *other families may look different to my own *all babies are different and change and grow *the importance of telling someone who can be trusted, if I am are worried about a family issue * the role families play in children's lives * how to recognise if family relationships are making me feel unhappy or unsafe * God loves and cares for us in a number of ways, giving us our families
Year Two	We Meet God's love in the community	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *Identify which communities I belong to and why they are important *Understand the respect needed for the differences within a community *What individuals can bring to a community and what they receive in return *the different ways of keeping safe, including online *an exploration of what to do if I or someone is feeling unsafe, including with other adults in our community. *understand how the Holy Family school Mission Statement helps us celebrate the community *To know we reach out to everyone in our community and how we do this.

Key Stage Two			
Year Group	Topic	Objectives	Content
Year Three	How We Live in Love	<p>*To describe and give reasons how friendships make us feel happy and safe</p> <p>*To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>*To celebrate the joy and happiness of living in friendship with God and others.</p>	<p>* the features of positive healthy friendships</p> <p>*strategies to build positive friendships</p> <p>*how to communicate respectfully with friends including when using digital devices</p> <p>* To know that friendships can have ups and downs, but the problems can often be worked through</p> <p>*how to seek support with relationships, if they feel lonely or excluded</p> <p>*How to solve issues within friendships</p> <p>*the Sacrament of Reconciliation</p>
Year Four	God Loves us in our Differences	<p>* To describe how we all should be accepted and respected</p> <p>*To describe how we should treat others making links with the diverse modern society we live in.</p> <p>*To celebrate the uniqueness and innate beauty of each of us.</p>	<p>*recognise differences between people such as gender, race, and faith</p> <p>*recognise what people have in common with others e.g. shared values</p> <p>*recognise the differences between ourselves and others and the appropriate and sensitive vocabulary that should be used to describe those differences</p> <p>*an exploration of courtesy and manners</p> <p>*an exploration of stereotypes and how they are unfair, negative or destructive</p> <p>*ways to challenge stereotypes</p> <p>* the importance of self-respect</p> <p>*a recognition and celebration of God-given gifts and how to use them for the Common Good.</p> <p>*How to support each other's mental health by expressing feelings.</p>
Year Five	God loves us in our changing bodies and development	<p>* To show knowledge and understanding of emotional relationship changes as we grow and develop</p> <p>* To show knowledge and understanding of the physical changes in puberty</p> <p>* To celebrate the joy of growing physically and spiritually</p>	<p>*A study of the basic stages of emotional childhood development</p> <p>* How to help a friend who is struggling with self-confidence</p> <p>* How to seek advice for yourself or a friend if concerned about mental wellbeing, or being unsafe</p> <p>*the physical and emotional changes that occur to both boys and girls during puberty.</p> <p>*To know how to grow healthily and happily during these times of change, with God</p> <p>*How to respect your own body</p> <p>*A recognition of the different types of love</p>
Year Six	The Wonder of God's Love in Creating New Life	<p>*To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p>* Explain how human life is conceived</p> <p>* 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.</p>	<p>* Marriage; a union between two people that is a formal, legally-recognised commitment and intended to be lifelong.</p> <p>*how a baby is conceived</p> <p>* how a child grows within the mother's womb</p> <p>*the boundaries that should exist within all relationships, including in a digital context</p> <p>* how, when and where to seek help if a relationship of any sort is making us feel uncomfortable</p> <p>*discover the presence of God in our family and friends.</p> <p>*how St Paul's teaching on love is experienced in families, extended families, school or communities.</p>

Appendix 3 - Two Year Cycle Curriculum Map - RSHE

Cycle A – Key Stage 1 – Years 1 and 2					
Respecting Ourselves and Others and Safe Relationships	Physical and Mental Wellbeing	Belonging to a Community	Growing and Changing	We Meet God's love in our Family*	Money and Work
<p>To recognise kind and unkind behaviour in school and outside of school</p> <p>how kind and unkind behaviour can make people feel</p> <p>about class rules, being polite to others, showing courtesy, sharing and taking turns</p> <p>to know what it means to show respect to people in authority</p> <p>about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>NSPCC PANTS Lesson Learning Objectives: https://learnin.g.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>about what it means to keep something private, including parts of the body that are private</p> <p>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>when it is important to ask for permission to touch others</p> <p>how to ask for and give/not give permission</p> <p>difference between secrets and surprises and not keeping secrets that make us uncomfortable</p>	<p>what it means to be healthy and why it is important</p> <p>ways to take care of themselves on a daily basis</p> <p>about basic hygiene routines, e.g. hand washing</p> <p>about healthy and unhealthy foods, including sugar intake</p> <p>about physical activity and how it keeps people healthy mentally as well as physically</p> <p>about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>how to keep safe in the sun</p>	<p>about homes around the world that are different to their own homes</p> <p>about what schools are like in different places around the world</p> <p>about different places that people live</p> <p>about how a community can help people from different groups to feel included</p> <p>to recognise that they are all equal, and ways in which they are the same and different to others in their community</p> <p>the importance of respecting others, even when they are very different from them</p>	<p>to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>how they are the same and different to others</p> <p>about different kinds of feelings</p> <p>how to recognise feelings in themselves and others</p> <p>how feelings can affect how people behave</p>	<p>Year One Only* To recognise signs that I am loved by my family *that families are important for children growing up because they can give love, security and stability and characteristics of a healthy and secure family *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences *To know that all babies are different and how they change as they grow. To recognise how I am cared for and kept safe in my family *about the importance of telling someone — and how to tell them — if they are worried about something in their family *the role families play in children's lives and how they care for them *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. To celebrate ways that God loves and cares for us. *God loves and cares for us in a number of ways giving us our families and a beautiful world.</p> <p>*For year 2 RSE, see cycle B</p>	<p>that everyone has different strengths, in and out of school</p> <p>to recognise their own personal qualities which make them unique</p> <p>about how different strengths and interests are needed to do different jobs in school and in the community</p> <p>about people whose job it is to help us in the community</p> <p>about different jobs and the work people do</p> <p>What job they aspire to have when they are older and what they need to do in order to achieve this goal or aspiration</p>

Cycle A – Lower Key Stage 2 – Years 3 and 4

Family Relationships	Physical and Mental Wellbeing	Belonging to a Community	Keeping Safe	How We Live in Love	Money and Work
<p>to recognise and respect that there are different types of families, including single parents, same sex parents, step-parents, blended families, foster and adoptive parents</p> <p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>about the choices that people make in daily life that could affect their health</p> <p>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>what can help people to make healthy choices and what might negatively influence them</p> <p>about habits and that sometimes they can be maintained, changed or stopped</p> <p>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>about the things that affect feelings both positively and negatively</p> <p>strategies to identify and talk about their feelings</p> <p>about some of the different ways people express feelings e.g. words, actions, body language</p> <p>to recognise how feelings can change overtime and become more or less powerful</p>	<p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places including road, rail, water and firework safety</p>	<p>YEAR 3 ONLY*</p> <p>To describe and give reasons how friendships make us feel happy and safe</p> <p>*about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>*strategies to build positive friendships</p> <p>*how to communicate respectfully with friends including when using digital devices</p> <p>To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>*To know 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.</p> <p>*how to seek support with relationships if they feel lonely or excluded</p> <p>To celebrate the joy and happiness of living in friendship with God and others.</p> <p>*How to solve issues within friendships</p> <p>*How the Sacrament of Reconciliation helps restore friendship with God and friends</p> <p>*FOR YEAR 4, SEE CYCLE B</p>	<p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common myths and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>to recognise their interests, skills and achievements and how these might link to future jobs</p> <p>how to set goals that they would like to achieve such as learning a new hobby</p>

Cycle A – Upper Key Stage 2 – Years 5 and 6

Families, Friendships and Safe Relationships	Physical Health and Mental Wellbeing	Media literacy and Digital resilience	Keeping Safe	God loves us in our changing bodies and development	Money and Work
<p>what makes a healthy friendship and how they make people feel included</p> <p>strategies to help someone feel included</p> <p>about peer influence and how it can make people feel or behave</p> <p>the impact of the need for peer approval in different situations, including online</p> <p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>that it is common for friendships to experience challenges</p> <p>strategies to positively resolve disputes and reconcile differences in friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>when and how to seek support in relation to friendships</p> <p>Safe Relationships Lesson to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>how to ask for, give and not give permission for physical contact</p> <p>how it feels in a person's mind and body when they are uncomfortable</p> <p>that it is never someone's fault if they have experienced unacceptable contact</p> <p>how to respond to unwanted or unacceptable physical contact</p> <p>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>whom to tell if they are concerned about unwanted physical contact</p>	<p>how sleep contributes to a healthy lifestyle</p> <p>healthy sleep strategies and how to maintain them</p> <p>about the benefits of being outdoors and in the sun for physical and mental health</p> <p>how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed</p> <p>that some diseases can be prevented by vaccinations and immunisations</p> <p>that bacteria and viruses can affect health</p> <p>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>to recognise the shared responsibility of keeping a clean environment</p> <p>about the importance of a healthy, balanced diet and regular physical exercise (problems of obesity)</p> <p>how to recognise physical changes in their body that could be linked to illness (unexplained weight loss, fatigue, bruising etc) and how to seek advice when they are concerned</p>	<p>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>that some media and online content promote stereotypes</p> <p>how to assess which search results are more reliable than others</p> <p>to recognise unsafe or suspicious content online</p> <p>how devices store and share information</p>	<p>strategies for dealing with requests for personal information or images of themselves</p> <p>to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> <p>to identify when situations are becoming risky, unsafe or an emergency</p> <p>to identify occasions where they can help take responsibility for their own safety</p> <p>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>how to deal with common injuries using basic first aid techniques</p> <p>how to respond in an emergency, including when and how to contact different emergency services</p>	<p>YEAR 5 ONLY To show knowledge and understanding of emotional relationship changes as we grow and develop *To know the basic stages of emotional childhood development. *How to help a friend who was struggling with self-confidence and self-esteem as a result of their development. *How to seek advice for yourself or a friend if you were concerned about mental wellbeing, being unsafe or low in confidence.</p> <p>To show knowledge and understanding of the physical changes in puberty *To know the physical changes that occur to both boys and girls during puberty. *To know the emotional changes that occur to both boys and girls during puberty.</p> <p>To celebrate the joy of growing physically and spiritually *To know how to grow healthily and happily during these times of change with God at our side. *To respect your own body and help you be courageous in the face of these changes *To recognise the different types of love. *FOR YEAR 6, SEE CYCLE B</p>	<p>to identify jobs that they might like to do in the future</p> <p>about the role ambition can play in achieving a future career and the power of positivity</p> <p>how or why someone might choose a certain career</p> <p>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>the importance of diversity and inclusion to promote people's career opportunities</p> <p>about stereotyping in the workplace, its impact and how to challenge it</p> <p>that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>

Cycle B – Key Stage 1 – Years 1 and 2

Safe Relationships	Physical and Mental Wellbeing	Belonging to a Community	Keeping Safe	We Meet God's love in the community	Money and Work
<p>how to recognise hurtful behaviour, including online, the characteristics of a good friendship</p> <p>how friendships should make them feel and identify negative feelings</p> <p>how to manage ups and downs of friendships</p> <p>what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>about what bullying is and different types of bullying</p> <p>how someone may feel if they are being bullied and the impact this has on mental wellbeing</p> <p>about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p>how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>about routines and habits for maintaining good physical and mental health</p> <p>why sleep and rest are important for growing and keeping healthy and can affect mood</p> <p>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>about food and drink that affect dental health</p> <p>how to describe and share a range of feelings</p> <p>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others, remembering isolation and loneliness can affect mental wellbeing</p> <p>how to manage big feelings including those associated with change, loss and bereavement</p> <p>when and how to ask for help, and how to help others, with their feelings and know that there is help available to them</p>	<p>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <p>about different rights and responsibilities that they have in school and the wider community</p> <p>about using different things from the earth and the problems this can cause</p> <p>about why it is important to care for the environment and suggest ways to do this</p>	<p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>how to help keep themselves safe in familiar and unfamiliar environments, such as in school and 'out and about'</p> <p>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <p>how to respond if there is an accident and someone is hurt</p> <p>about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>	<p>YEAR 2 ONLY To recognise the joy and friendship of belonging to a diverse community.</p> <p>To identify which communities I belong to and the importance of belonging to a community. To respect our differences within a community What we bring to a community and what we receive in return</p> <p>To describe ways of being safe in communities. To know different ways of keeping us safe including online To describe what to do if someone was feeling unsafe including with other adults in our community.</p> <p>To celebrate ways of meeting God in our communities. To know how our school mission statement helps us celebrate the community To know we reach out to everyone in our community and how we do this.</p> <p>*FOR YEAR 1, SEE CYCLE A</p>	<p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do</p> <p>how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p>

Cycle B – Lower Key Stage 2 – Years 3 and 4

Safe Relationships	Physical and Mental Wellbeing	Media Literacy and Digital Resilience	Keeping Safe	God Loves us in our Differences	Money and Work
<p>to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>how to manage pressures associated with dares</p> <p>when it is right to keep or break a confidence or share a secret</p> <p>how to recognise risks online such as harmful content or contact</p> <p>how people may behave differently online including pretending to be someone they are not</p> <p>how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> <p>about the effects and consequences of bullying for the people involved</p>	<p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>to identify the importance of good sleep and how this can affect mood, concentration and ability to learn</p> <p>what good physical health means and how to recognise early signs of physical illness</p> <p>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>To know how the internet can be used positively for leisure, for school and for work</p> <p>To know that everything shared online has a digital footprint</p> <p>to recognise what online adverts look like</p> <p>why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>to make safe, reliable choices from search results</p> <p>to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>	<p>the importance of taking medicines correctly and using household products safely</p> <p>to recognise what is meant by a 'drug'</p> <p>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break</p> <p>how to ask for help or advice</p> <p>how to be safe in the sun</p> <p>to understand about personal hygiene, the importance of washing hands and how to respect their own bodies</p>	<p>YEAR 4 ONLY*</p> <p>To describe how we all should be accepted and respected</p> <p>*to recognise differences between people such as gender, race, faith and to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>*a vocabulary to sensitively discuss difference and include everyone</p> <p>To describe how we should treat others making links with the diverse modern society we live in.</p> <p>*about the importance of respecting the differences and similarities between people</p> <p>*the conventions of courtesy and manners and how we show these to all.</p> <p>*what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>*How to challenge stereotypes and make everyone feel included</p> <p>To celebrate the uniqueness and innate beauty of each of us.</p> <p>*To know the importance of self-respect and how this links to their own happiness.</p> <p>*To recognise and celebrate their God-given gifts and how to use them for the Common Good.</p> <p>How to support each other's mental health by expressing feelings.</p> <p>*FOR YEAR 3, SEE CYCLE A</p>	<p>How to pay for things including cash, cheques, bank cards and online, and the best method for different situations</p> <p>How to use a bank account</p> <p>How to start raising money for charity</p> <p>The links between jobs and money, and about how choices affect future goals</p> <p>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>

Cycle B – Upper Key Stage 2 – Years 5 and 6

Respecting ourselves and others	Physical Health and Mental Wellbeing	Belonging to a Community	Keeping Safe	The Wonder of God's Love in Creating New Life	Money and Work
<p>to compare the features of a healthy and unhealthy friendship</p> <p>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>strategies to respond to pressure from friends including online</p> <p>how to assess the risk of different online 'challenges' and 'dares'</p> <p>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>how to get advice and report concerns about personal safety, including online</p> <p>about the link between values and behaviour and how to be a positive role model</p> <p>how to discuss issues respectfully</p> <p>how to listen to and respect other points of view</p> <p>how to constructively challenge points of view they disagree with</p> <p>ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>that mental health is just as important as physical health and that both need looking after</p> <p>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>positive strategies for managing feelings</p> <p>that there are situations when someone may experience mixed or conflicting feelings</p> <p>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>the importance of asking for support from a trusted adult</p> <p>about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>that changes can mean people experience feelings of loss or grief</p> <p>about the process of grieving and how grief can be expressed</p> <p>about strategies that can help someone cope with the feelings associated with change or loss</p> <p>to identify how to ask for help and support with loss, grief or other aspects of change</p> <p>how balancing time online with other activities helps to maintain their health and wellbeing</p> <p>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>what to do and whom to tell if they are frightened or worried about something they have seen online</p>	<p>what prejudice means</p> <p>to differentiate between prejudice and discrimination</p> <p>how to recognise acts of discrimination</p> <p>strategies to safely respond to and challenge discrimination</p> <p>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>how stereotypes are perpetuated and how to challenge this</p>	<p>how to protect personal information online</p> <p>to identify potential risks of personal information being misused</p> <p>about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>how to report the misuse of personal information or sharing of upsetting content/images online</p> <p>about the risks and effects of different drugs</p> <p>about the laws relating to drugs common to everyday life and illegal drugs</p> <p>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>about the organisations where people can get help and support concerning drug use</p> <p>how to ask for help if they have concerns about drug use</p> <p>about mixed messages in the media relating to drug use and how they might influence opinions</p>	<p>YEAR 6 ONLY* To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. *To understand how St Paul's teaching on love is experienced in your family, extended family, school or community. *To understand that marriage is a union between two people that is a formal, legally-recognised commitment intended to be lifelong. Explain how human life is conceived *To know how a baby is conceived in the womb *To understand how a child grows within the mother's womb 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. *To recognise the boundaries that should exist within all relationships including in a digital context *To know how, when and where to seek help if a relationship of any sort is making us feel uncomfortable To discover the presence of God in our family and friends. *FOR YEAR 5, SEE CYCLE A</p>	<p>about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>about value for money and how to judge if something is value for money</p> <p>how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p>

Appendix 5

Come and See and Relationship and Sex Education



As RSHE is a broad curriculum umbrella, part of its content is taught through Religious Education. However, at Holy Family is currently in a transition period regarding our RE curriculum, in line with Archdiocesan guidance. As advised, we are moving away from the Come and See curriculum and onto the Religious Education Directory; *To Know You More Clearly*. This transition will take place over two years on a cohort by cohort basis. By 2025, all year groups will be using the new RED in full. Until then, it is not possible to share objectives, as they will change term by term, over the two years. Relevant information will be published from September 2025.

Appendix 3

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

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

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle