



Archdiocese of
Liverpool

Relationship, Sex and Health Education Policy (RSHE) 2021

Chair of Governors	Jim Wilson
Headteacher	Helen Rooney
Date adopted: September 2021	Review Date: September 2026



We pray, play and learn together.

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

At Holy Family Catholic Primary School Cronton, we aim to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2021 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 through PSHE lessons, with resources from the PSHE Association. The other subjects that also provide opportunities for discrete teaching and learning of the RSHE curriculum are RE, through the Come and See programme, Science, PE and Computing.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Holy Family Catholic Primary School Cronton 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 Catholic Primary School Cronton, 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 include, Mrs Rooney (Headteacher), Mrs Quigley (RE, RSHE, PSHE Co-ordinator and SENDCO), Mrs Guest (SLT), Miss Sharratt (SLT) and Miss Donohue (SLT). All DfE guidance and local Liverpool Archdiocese guidance was used to inform policy.
2. Staff consultation – Other key staff members were consulted, when developing this policy; Mrs D Featherstone (Learning Mentor). All school staff was given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – Due to Covid 19 restrictions, at the time of writing the policy, parents and any interested parties including the Diocesan advisor / schools officers were not able to receive an invite to attend meetings about the policy. However, they 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.

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. 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 (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, Physical Education and Computing, but it does not duplicate this content.

As RSHE falls within the larger curriculum area of PSHE, all children's work will be recorded in class floor books and via digital images.

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 Mrs Evans (Acting Headteacher) and Mrs Quigley (RE, RSHE and PSHE Co-ordinator) 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

Journey in Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

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

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Year	Topic	Objectives	Content
Rec	The wonder of being special and unique	<p>To recognise the joy of being a special person in my family</p> <p>To recognise that we are all different and unique</p> <p>The joy of being a special person in God's family</p>	<p>Reasons why I'm special and how I can identify my uniqueness</p> <p>What makes my family special</p> <p>Who I can ask, when I need help</p> <p>The ways in which I am physically the same as my friends.</p> <p>The ways in which I am physically different to my friends</p> <p>God loves my family</p> <p>Family celebrations e.g. birthdays Christmas, achievements etc.</p> <p>Church celebrations – e.g. Christmas, Christenings</p> <p>The link between family and church celebrations</p> <p>Celebrations are special times to look forward to and remember</p>
Year One	We Meet God's love in our Family	<p>To recognise signs that I am loved by my family</p> <p>To recognise how I am cared for and kept safe in my family</p> <p>To celebrate ways that God loves and cares for us.</p>	<p>Families are important for children for love, security and stability</p> <p>Other families may look different to my own</p> <p>All babies are different and change and grow</p> <p>The importance of telling someone who can be trusted, if I am are worried about a family issue</p> <p>The role families play in children's lives</p> <p>How to recognise if family relationships are making me feel unhappy or unsafe</p> <p>God loves and cares for us in a number of ways, giving us our families</p>
Year Two	We Meet God's love in the community	<p>To recognise the joy and friendship of belonging to a diverse community.</p> <p>To describe ways of being safe in communities.</p>	<p>Identify which communities I belong to and why they are important</p> <p>Understand the respect needed for the differences within a community</p> <p>What individuals can bring to a community and what they receive in return</p> <p>The different ways of keeping safe, including online</p>

		<p>To celebrate ways of meeting God in our communities.</p>	<p>An exploration of what to do if I or someone is feeling unsafe, including with other adults in our community.</p> <p>Understand how the Holy Family school Mission Statement helps us celebrate the community</p> <p>To know we reach out to everyone in our community and how we do this.</p>
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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>
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Families and people who care for me

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	Year 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

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

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 year groups
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 3 and Year 5
The conventions of courtesy and manners	Year 4
The importance of self-respect and how this links to their own happiness	All year groups
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 year groups
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	Year 2, Year 3 and Year 6

Online relationships

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

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 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, Year 2, Year 3, Year 4, Year 5, Year 6
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
How to recognise and report feelings of being unsafe or feeling bad about any adult	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
Where to get advice from e.g. family, school and/or other sources	Year 1, Year 2, Year 3, Year 4, Year 5, Year 6

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	All year groups
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	All year groups
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	Year 3, Year 4, Year 5 and Year 6
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Year 5 and Year 6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Year 1 and Year 2
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Year 1 and Year 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 and Year 2

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Year 5 and Year 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)	Year 1, Year 2, Year 3, Year 4, Year 5 and Year 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	Year 5 and Year 6

Internet safety and harms

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

Physical health and fitness

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

Healthy eating

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

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Year 5 and Year 6
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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	Year 5 and Year 6
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Year 1, Year 2, Year 3, Year 4, Year 5 and Year 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	Year 5 and Year 6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Year 1, Year 2, Year 3 and Year 4
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	EYFS, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6
The facts and science relating to allergies, immunisation and vaccination	Year 6

Basic first aid

How to make a clear and efficient call to emergency services if necessary	Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Year 6

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	Year 5 and Year 6
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5 and Year 6

PSHE long term plan

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission.	How behaviour affects others; being polite and respectful.	What rules are; caring for others' needs; looking after the environment.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise, hygiene routines; sun safety.	Recognising what makes them unique and special; feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
Year 2	Making friends; feeling lonely and getting help.	Managing secrets: resisting pressure and getting help; recognising hurtful behaviour.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Belonging to a group; roles and responsibilities; being the same and different in the community.	The internet in everyday life; online content and information.	What money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing older; naming body parts; moving class or year.	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	The value of rules and laws; rights, freedom and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.
Year 4	Positive friendships, including online.	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Respecting differences and similarities; discussing differences sensitively.	What makes a community; shared responsibilities.	How data is shared and used.	Making decisions about money; using and keeping money safe.	Maintaining a balanced lifestyle; oral hygiene and dental care.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Medicines and household products; drugs common to everyday life.
Year 5	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Protecting the environment; compassion towards others.	How information online is targeted; different media types, their role and impact.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Personal identity; recognising individuality and different qualities; mental wellbeing.	Keeping safe in different situations, including responding in emergencies, first aid and FGM.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage.	Recognising and managing pressure; consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risks.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Human reproduction and birth; increasing independence; managing transition.	Keeping personal information safe; regulations and choice; drug use and the law; drug use and the media.

Come and See and Relationship and Sex Education



Introduction

The following is intended as a guide for linking Relationship and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, and PSHE etc.

EARLY YEARS		
MYSELF	God knows and loves each one	<p>Each one's name is important</p> <p>I am special and have a special name</p> <p>I have a family name</p> <p>Everyone is precious to God</p>
WELCOME	Baptism a welcome to God's family	<p>How we are made to feel welcome</p> <p>How do we show others that they are welcomed?</p> <p>How is a baby welcomed into a family</p>
BIRTHDAY	Looking forward to Jesus' birthday	<p>Why do we celebrate birthdays?</p> <p>What a birthday is</p> <p>What people do while they wait for a birthday</p> <p>Some of the ways birthdays are celebrated</p>
CELEBRATING	People celebrate in church	<p>Why is celebrating important?</p> <p>What is good about celebrating together?</p> <p>What a celebration is</p> <p>Different elements of celebration</p> <p>Different ways of celebrating</p>

GATHERING	The parish family gathers to celebrate Eucharist	<p>Why do we gather together?</p> <p>How we gather as a church/parish family</p> <p>What are the things that are better done together and why</p> <p>The importance of gathering</p>
GROWING	Looking forward to Easter	<p>The ways in which we grow</p> <p>That spring is a time when things begin to grow</p> <p>The ways in which we can grow in love to be more like Jesus</p>
GOOD NEWS	Passing on the Good News of Jesus	<p>How they and others feel when they have good news.</p> <p>The joy and happiness the good news brings</p> <p>That everyone has good news to share</p>
FRIENDS	Friends of Jesus	<p>How friends make us feel happy, comfortable and glad</p> <p>What breaks and mends friendships:</p> <p>It is good to have friends</p> <p>How we can change and say sorry and forgive each other</p>
OUR WORLD	God's wonderful world	<p>How wonderful our world is</p> <p>How we could make God's world even more wonderful</p> <p>What would happen if we did not look after our world?</p> <p>What we love about our world.</p> <p>What fills us with wonder about our world.</p> <p>Everyone shares God's world.</p> <p>How we would feel if we did not work together to share God's world.</p>

YEAR 1		
FAMILIES	God's love and care for every family	<p>How families show love and care for each other.</p> <p>God's love and care for them and their families.</p> <p>How God shows love and care for individuals, families and all of creation</p>
BELONGING	Baptism an invitation to belong to God's family	<p>What it feels like to belong</p> <p>The experience of belonging to their family and the Church family</p> <p>How babies are welcomed into the Church family.</p> <p>Parents are blessed.</p>
WAITING	Advent a time to look forward to Christmas	<p>How we feel when we are waiting</p> <p>Why waiting can be difficult at times</p> <p>Others may help us as we wait</p> <p>We can help others.</p>
SPECIAL PEOPLE	People in the parish family	<p>Special people help us</p> <p>What makes a person special</p> <p>How we can love and serve each other</p> <p>There are people who do special jobs at Mass when the parish family gathers</p> <p>Some of ways in which these people help</p>
MEALS	Mass; Jesus' special meal	<p>What important for a happy meal</p> <p>What makes a family meal special?</p> <p>Preparation for a meal.</p> <p>How we love and serve Jesus</p> <p>How it is good to say thank you for our meals</p>
CHANGE	Lent a time for change	<p>How the season change.</p> <p>The ways we change and grow in love and kindness.</p> <p>How we can change and make a new start in Lent.</p>

HOLIDAYS AND HOLYDAYS	Pentecost: the feast of the Holy Spirit	<p>Why are holidays different from ordinary days</p> <p>What makes holidays happy times</p> <p>How holidays are times to relax and do something different</p> <p>We should thank God for holidays and our wonderful world</p>
BEING SORRY	God helps us to choose well	<p>Making choices that help us feel happy.</p> <p>Making choices that make us feel unhappy.</p> <p>What helps us to make good choices?</p> <p>How would it be if everyone followed Jesus' new rule to 'love one another'.</p> <p>Sometimes hard to say sorry and to forgive.</p> <p>It is good to say sorry</p> <p>The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.</p>
NEIGHBOURS	Neighbours share God's world	<p>Who is our neighbour?</p> <p>What makes a good neighbour</p> <p>How we can be a good neighbour</p> <p>What happens if someone is not a good neighbour</p>

YEAR 2

BEGINNINGS	God is present in every beginning	How you feel when you begin anything new Why some beginnings are easy and some are difficult How we begin our day How each day is a new beginning. God cares for everyone. God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	The meaning and importance of some symbols in life. The power of symbols to convey meaning Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	Why is it necessary to prepare? What would happen if you didn't prepare? How you feel when you are preparing for special times? What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	The importance of books in our lives. The need for books How books can help us
THANKSGIVING	Mass a special time for saying thank you to God for everything, especially Jesus	How you feel when you thank others How you feel when you are thanked Why we thank God our Father How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	How each day offers opportunities for good What helps a person choose well The opportunity of Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	The importance of messages in daily life The responsibility of passing on messages The new life of Jesus

		<p>How the Holy Spirit helps Christians</p> <p>Jesus has promised us new life</p>
RULES	Reasons for rules in the Christian family	<p>The importance for ourselves and others of keeping rules.</p> <p>How rules are necessary in life</p> <p>How it is sometimes hard to say sorry</p> <p>How it is sometimes hard to forgive others</p> <p>The good feeling when people make up</p> <p>The difference between doing something accidentally and on purpose.</p> <p>The importance and helpfulness of examining your conscience every day.</p> <p>A sorry prayer</p>
TREASURES	God's treasure; the world	<p>What we treasure</p> <p>What treasures do we share?</p> <p>We are God's treasure</p> <p>How we thank God for the treasures of our world</p> <p>How we should treat the treasures of this earth</p>

Year 3		
HOMES	God's vision for every family	<p>What makes a house a home</p> <p>What makes home a special place for you</p> <p>What makes a house a home</p> <p>Why is family important</p> <p>The respect of parents and children for one another</p> <p>What do you like to do at home, on your own and as a family</p> <p>What do people do for you at home, that makes you feel special</p> <p>What is sometimes difficult about sharing and being part of a group at home</p> <p>God's dream for every family</p> <p>God is always there</p>
PROMISES	The meaning of the commitment and promises made at Baptism	<p>What is good about being in a group</p> <p>Why we have rules</p> <p>The importance of making promises</p> <p>How some promises are more difficult to keep than others</p> <p>The link between the promises made the consequences of actions following the promise.</p> <p>The role of parents and godparents in bringing up the child in the Faith</p> <p>What it means to live a child of the Light</p>
VISITORS	The coming of Jesus	<p>How we welcome visitors</p> <p>How we feel as a visitor</p> <p>The importance of preparing for visitors.</p> <p>The joys and demands of visitors</p>
JOURNEYS	Christian family's journey with Jesus	<p>Each year has its special times and seasons</p> <p>Life is a journey</p> <p>Who is with you on the journey</p> <p>What makes it good</p>

		<p>Difficulties times in the life's journey</p> <p>What/who helps</p> <p>How we help one another on the journey</p>
LISTENING & SHARING	Jesus gives himself to us in a special way	<p>The cost of sharing</p> <p>The joys of sharing</p> <p>The importance of listening well and sharing.</p> <p>The joys and difficulties of listening and sharing</p> <p>How feelings affect our own and others desire to listen and to share.</p>
GIVING ALL	Lent a time to remember Jesus' total giving	<p>Why people are brave and give themselves to others</p> <p>The demands of total giving in terms of time and giving up something you what to do</p> <p>How people give themselves to others</p> <p>Those in need and how we might help them.</p> <p>Lent an opportunity for giving, growing in goodness.</p> <p>Jesus' total giving</p>
ENERGY	Gifts of the Holy Spirit	<p>The energy of wind and of fire.</p> <p>The best use of power of wind and fire</p> <p>The inspiration of the Holy Spirit</p> <p>The power and energy of the Holy Spirit</p> <p>The prayer to the Holy Spirit</p> <p>The gifts of the Holy Spirit</p> <p>Christians can use the gifts of the Holy Spirit to help others.</p>
CHOICES	The importance of examination of conscience	<p>The meaning of choice and consequence</p> <p>The importance of making good choices</p> <p>What helps in making good choices</p> <p>Consequences of choices</p> <p>What it means to examine your conscience</p> <p>How God is always forgiving</p>

SPECIAL PLACES	Special places for Jesus and the Christian community	<p>How places become special?</p> <p>What makes a place special?</p> <p>Special places for you and your family?</p> <p>Why is our heart a special place?</p> <p>Keeping our world a special place?</p> <p>Why do Christians want to keep the world a special pace?</p>
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YEAR 4		
PEOPLE	The family of God in Scripture	<p>The importance of families</p> <p>Family relationships</p> <p>Respect for those who gave us life.</p>
CALLED	Confirmation a time to renew baptismal promises	<p>Our response to being chosen</p> <p>What it feels like to be chosen</p> <p>Why it is difficult to make a response in some situations</p> <p>Giving up something else when you are chosen.</p> <p>What help do you need to choose</p> <p>The work of the Holy Spirit in our lives</p> <p>The work of the Holy Spirit in the lives of Christians</p> <p>What it is to live in the light of Christ</p> <p>The commitment of people who respond to the call of God</p>
GIFT	God's gift of love & friendship in Jesus	<p>What you value most about the gift of friendship</p> <p>What you offer others in your friendship</p> <p>Why the gift of love and friendship is important</p> <p>The joys and demands of friendship</p> <p>The commitment required by the gift of love and friendship.</p>
COMMUNITY	Life in the local Christian community: ministries in the parish	<p>The meaning of <i>community</i></p> <p>The advantages of being part of a <i>community</i>?</p> <p>What helps to build up <i>community</i></p> <p>The demands of being part of a community?</p> <p>Why people give time and service in helping others in their community</p> <p>The causes of a breakdown of a <i>community</i></p> <p>How the parish community celebrates together and supports one another</p>
GIVING & RECEIVING	Living in communion	<p>Your experience of giving and receiving.</p> <p>The importance of giving and receiving?</p>

		<p>The joys and demands of giving and receiving?</p> <p>Why it is important to live in communion</p> <p>Ways in which we live and grow in communion.</p> <p>How the Eucharist challenges and enables living and growing in communion?</p>
SELF DISCIPLINE	Celebrating growth to new life	<p>The experience of giving up something and be very disciplined for a good reason.</p> <p>How to be self-disciplined</p> <p>How self-discipline helps people to grow and make the best use of their potential</p> <p>Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</p>
NEW LIFE	To hear & live the Easter message	<p>What you do when life is difficult</p> <p>The experience of good news bringing life and happiness.</p> <p>How the power of the Holy Spirit helps Christians today</p>
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<p>What makes friendships strong</p> <p>How decisions about friendship are informed by beliefs and values.</p> <p>How friendships are built</p> <p>How friendships may be restored when they have been broken</p> <p>Sin and the importance of examining of your conscience</p> <p>The greatest commandment, love of God and others</p> <p>The meaning of contrition and of absolution</p> <p>Forgiveness of others</p>
GOD'S PEOPLE	Different saints show people what God is like.	<p>What makes a person do extraordinary things?</p> <p>How ordinary people do extraordinary things.</p> <p>The qualities you admire in others</p> <p>How true happiness can be found</p> <p>How you can do extraordinary things</p>

YEAR 5		
OURSELVES	Created in the image and likeness of God	<p>Talents and qualities you admire in others</p> <p>Your own talents and qualities and how you use them</p> <p>Identify qualities in anyone else</p> <p>How talents and qualities are developed.</p> <p>We are made in the likeness of God</p> <p>What being unique means</p> <p>God's love for us</p> <p>How Christians are called to live in peace.</p> <p>How people are made in God's image and likeness might live</p>
LIFE CHOICES	Marriage, commitment and service	<p>The ingredients of a good friendship</p> <p>What fidelity means and how it applies to friendship</p> <p>Responsibilities friends have for one another</p> <p>Difficulties and joys of friendships</p> <p>What is important for friendship to thrive</p> <p>What it feels like to have faithful friend</p> <p>Jesus' advice about relationship?</p> <p>The importance of fidelity, loyalty and commitment in maintaining a friendship</p> <p>The importance of commitment and responsibility in relationships.</p> <p>What it means to be committed</p> <p>The work of Christian service</p> <p>The Sacrament of Marriage</p> <p>The symbols of the promises and the blessing of rings</p> <p>All are called to live in love and service</p>
HOPE	Advent; waiting in joyful hope for Jesus; the promised one	<p>Your experience of waiting</p> <p>How people wait in different ways, for different things.</p> <p>Why waiting is a mystery</p>

		<p>How you can best use the time you spend waiting and what might help you</p> <p>What you think about when you are waiting for something exciting</p> <p>How you behave when you are waiting</p> <p>The difference between <i>hope</i> and <i>expect</i></p> <p>Why people wait with hope</p> <p>The coming of Jesus at the end of time</p> <p>Advent is a time of waiting hopefully</p>
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	<p>The demands and joys being dedicated in your mission</p> <p>Discovering your mission?</p> <p>What inspires people in their mission</p> <p>The joys and demands of engaging in a mission</p> <p>The reasons why people want to help others.</p> <p>How people carry out Jesus' mission today</p> <p>Jesus' prayer for unity</p>
MEMORIAL SACRIFICE	The Eucharist; the living memorial of Jesus	<p>Why memories are important</p> <p>How it is possible to keep important memories alive</p> <p>About sacrifice in daily life</p>
SACRIFICE	Lent a time of giving in order to celebrate the sacrifice of Jesus	<p>How you feel when you give</p> <p>How you feel when you refuse to give.</p> <p>The cost of giving.</p> <p>How people decide whether or not to give</p> <p>How those decisions are informed by beliefs and values</p> <p>The costs or rewards of giving can be</p> <p>That Lent is a season of giving to prepare for the Easter</p>
TRANSFORMATION	Celebration of the Spirit's transforming power	<p>How people can use the energy of their minds for the good of others.</p> <p>How people can use time and physical energy for the wellbeing of others and why they should.</p>

		<p>How energy can transform</p> <p>How we can use our energy to transform ourselves</p> <p>How we can use the energy from the earth's resources in a fair and sustainable way.</p> <p>How the power of the Holy Spirit helps Christians today</p>
FREEDOM & RESPONSIBILITY	Commandments enable Christians to be free & responsible	<p>What freedom parents have a right to</p> <p>What freedom children have a right to.</p> <p>What is responsible and irresponsible behaviour.</p> <p>How rules can bring freedom</p> <p>How people know the boundaries that their personal freedom gives them.</p> <p>How freedom and responsibility are linked.</p> <p>How people's perception of what their freedom allows may conflict with the expectation of others.</p> <p>How importance of the Ten Commandments for Christians today.</p> <p>How the Beatitudes show us a positive way of life.</p> <p>Jesus teaching on the greatest commandments, love of God and others.</p>
STEWARDSHIP	The Church is called to stewardship of Creation	<p>What I really care about</p> <p>Showing concern for what I care for</p> <p>The meaning of stewardship</p> <p>Understanding the wonders of God's creation</p> <p>People are made in the image and likeness of God</p> <p>Christians can be good stewards.</p> <p>The Christian's responsibility to take care of, to be a steward of the earth</p> <p>The importance of ecology</p>

YEAR 6		
LOVING	God who never stops loving	<p>What unconditional love means</p> <p>How love is shown</p> <p>How you are loved and cared for</p> <p>What members of your family do for each other</p> <p>How you show love to others</p> <p>How people have inspired and influenced you to show unconditional love to others</p> <p>What it means to be truly loving</p> <p>How people show unconditional love to others</p> <p>The beliefs and values which have inspired and influenced you to be loving?</p> <p>The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</p> <p>The challenge these passages present to Christians.</p> <p>The Beatitudes and their meaning for today.</p> <p>God's unconditional love and what this means.</p> <p>By living in God's way, as Jesus showed us, we can grow in love.</p>
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<p>What it means to be committed?</p> <p>Why people are committed?</p> <p>The implications of lack of commitment</p> <p>Whom shows commitment</p> <p>How commitment affects the level of job satisfaction</p> <p>Responding to the call of Jesus</p> <p>Our mission in living out our baptismal vows</p>
EXPECTATIONS	Jesus born to show God to the world	<p>The expectations you have of yourself</p> <p>Having high expectations of others</p> <p>Trusting and believing in one another</p>

		<p>What happens if you let people down or others let you down?</p> <p>Patience is important in expectations</p> <p>The difference between wishing and expecting.</p> <p>The meaning of Advent</p>
SOURCES	The Bible, the special book for the Church	<p>The kind of books which are the most helpful</p> <p>Our lives are enriched by books.</p> <p>The wonder of books and how they take a person beyond themselves</p> <p>The presence of God in the words of Scripture</p> <p>The care and reverence with which the Word of God is treated</p>
UNITY	Eucharist enables people to live in communion.	<p>Why friendships are important</p> <p>The most important value in friendship</p> <p>What helps a friendship to flourish</p> <p>The kinds of behaviour that break a friendship</p> <p>Those affected when a friendship is broken</p> <p>Mending broken friendships</p> <p>Becoming one with Christ and one another in Holy Communion</p> <p>The unity which Holy Communion brings</p>
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<p>The effect of loss in everyday life</p> <p>The change it brought</p> <p>What remained the same</p> <p>What is the best way to cope with loss</p> <p>How people cope with loss and death</p> <p>How death brings new life</p> <p>Lent, a time to remember the suffering and death of Jesus</p>
WITNESSES	The Holy Spirit enables people to become witnesses	<p>When to be a witness</p> <p>How to be a witness</p>

		<p>Why it sometimes needs courage to be a witness</p> <p>Examples of modern witnesses</p> <p>The witness of a local charity,</p>
HEALING	Sacrament of the Sick	<p>Showing compassion and care for those who are ill</p> <p>Our attitude towards those people are ill in their minds</p> <p>Helping, caring and understanding those with a learning disability.</p> <p>What gives a person comfort when they are very ill</p> <p>Why people give time and commitment to caring for others</p> <p>Why we care for the sick</p> <p>The Sacrament of Anointing brings comfort to those who are sick</p> <p>The Christian responsibility for caring for these in need</p>
COMMON GOOD	Work of Christians for the good of all	<p>How we build a fair and just world</p> <p>The difference between fairness and justice, unfairness and injustice</p> <p>Helping to promote the dignity and common good of one another</p> <p>Beatitudes; a guide from Jesus about how to live life.</p> <p>The ways we can act justly, love tenderly and walk humbly with God</p> <p>How Christians can work for the common good</p> <p>Something about Catholic Social Teaching</p>

No Outsiders

EYFS	You Choose – Nick Sharratt and Pippa Goodheart	Red Rockets and Rainbow Jelly – Sue Heap and Nick Sharratt	Blue Chameleon – Emily Gravett	The Family Book – Todd Parr	Mommy Mama and Me – Leslea Newman and Carol Thompson
	To say what I think.	To understand that it's okay to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1	Elmer – David McKee	Ten Little Pirates – Mike Brownlow and Simon Rickerty	My Grandpa is Amazing – Nick Butterworth	Max the Champion 0 Sean Stockdale, Alexandra Strick and Ros Asquith	My World, Your World – Melanie Walsh
	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand that our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2	The Great Big Book of Families – Mary Hoffman and Ros Asquith	The First Slodge – Jeanne Willis	The Odd Egg – Emily Gravett	Just Because – Rebecaa Elliot	Blown Away – Rob Biddulph
	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work everyone in my class.
Year 3	Oliver – Birgitta Sif	This is Our House – Michael Rosen	Two Monsters – David McKee	The Hueys in the New Jumper – Oliver Jeffers	Beegu – Alexis Deacon
	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4	Dogs Don't Do Ballet – Anna Kemp and Sarah Ogilvie	King and King – Linda de Haan and Stern Nijland	The Way Back Home – Oliver Jeffers	The Flower – John Light	Red: A Crayon's Story – Michael Hall
	To know when to be assertive.	To understand why people	To overcome language as a barrier.	To ask questions.	To be who you want to be.

		choose to get married.			
Year 5	Where the Poppies Now Grow – Hilary Robinson and Martin Impey	Rose Blanche – Ian McKeown and Roberto Innocenti	How to Heal a Broken Wing – Bob Graham	The Artist Who Painted a Blue Horse – Eric Carle	And Tango Makes Three – Justin Richardson and Peter Parnell
	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6	My Princess Boy – Cheryl Kilodavis and Suzanne DeSimone	The Whisperer – Nick Butterworth	The Island – Armin Greder	Love You Forever – Robert Munsch	Dreams of Freedom – Amnesty International
	To promote diversity.	To stand up to discrimination.	To challenge the causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.

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